

BOARD OF GOVERNORS

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

Tuesday, March 20, 2018

**Alan A. Borger Sr. Executive Conference Room
E1-270 Engineering Information and Technology Complex
4:00 p.m.**

OPEN SESSION

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

OFFICE OF THE UNIVERSITY SECRETARY



UNIVERSITY
OF MANITOBA

BOARD OF GOVERNORS OPEN SESSION

Alan A. Borger Sr. Executive Conference Room
E1-270 EITC
Tuesday, March 20, 2018 at 4:00 p.m.

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	AGENDA	<u>Presenter</u>	<u>Page</u>	<u>Est. Time</u>
1.	ANNOUNCEMENTS	Chair		4:00 p.m.
<u>FOR ACTION</u>				
2.	APPROVAL OF THE AGENDA	Chair	2	4:05 p.m.
3.	MINUTES (Open Session)			
3.1	Approval of the Minutes of the January 30, 2018 OPEN Session as circulated or amended	Chair	4	4:05 p.m.
3.2	Business Arising – none	Chair		
4.	UNANIMOUS CONSENT AGENDA	Chair		4:10 p.m.
<i>If any member of the Board wants to ask a question, discuss or oppose an item that is marked for the consent agenda, the member can have an item removed from the consent agenda by contacting the Secretary of the Board prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive for information, by unanimous consent, the items listed.</i>				
Consent	4.1 From Senate for Approval			
4.1.1	Report of the Senate Committee on Awards Part A [dated December 19, 2017]	President	8	consent
4.1.2	Report of the Senate Committee on Awards Part B [dated December 19, 2017]	President	19	consent
4.1.3	Report of the Senate Committee on Awards Part A [dated January 16, 2018]	President	26	consent
4.1.4	Report of the Senate Committee on Awards Part B [dated January 16, 2018]	President	34	consent
4.1.5	Proposal for a Chair in Child Health Evidence-based Medicine	President	39	consent
4.1.6	Proposal for a Chair in Pediatrics & Child Health	President	50	consent
4.1.7	Proposal for a Chair in Human Rights & Social Justice	President	61	consent
Consent	4.2 From Finance, Administration, & Human Resources For Approval			
4.2.1	Safe Disclosure Policy Title Change	K. Lee	69	consent
Consent	4.3 From Senate for Information			
4.3.1	Annual Report of the University Discipline Committee	President	72	consent
4.3.2	Suspension of Admissions to the Baccalaureate Program For Registered Nurses, President's Approval	President	194	consent

BOARD OF GOVERNORS OPEN SESSION

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AGENDA

Presenter

Page

Est. Time

FOR RECOMMENDATION

5. FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES

5.1 [Residence Room and Meal Plan Rates](#) K. Lee 197 4:15 p.m.

5.2 [Revised Student Fee Deadlines and Late Payment Fees](#) K. Lee 216 4:25 p.m.

6. FROM SENATE

6.1 [Proposal for a Bachelor of Music \(Music Education\)](#) President 228 4:35 p.m.

FOR INFORMATION

7. FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES

7.1 [University of Manitoba Budget Framework](#) K. Lee 302 4:40 p.m.

8. FROM SENATE

8.1 [Proposed Admission Targets, 2018/19](#) President 376 4:55 p.m.

9. NEW BUSINESS

9.1 [Report from the President](#) President 380 5:00 p.m.

9.2 [Strategic Plan Progress Report](#) President 389 5:05 p.m.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION



UNIVERSITY
OF MANITOBA

**Minutes of the
OPEN Session of the Board of Governors
January 30, 2018**

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

D. Barnard J. Beddoes S. Connelly S. Demmings L. Hyde A. Kilgour
J. Knysh H. Kroeker J. MacKenzie H. Maxted R. Mohammed
M. Mollot M. Moshiri T. Nagra C. Neumann K. Oslowy H. Sector
M. Silicz J. Taylor

Via Teleconference: J. Anderson K. Lee J. Linden

Assessors Present: M. Hudson C. McCann

Officials Present: S. Foster T. Hay D. Jayas J. Kearsey J. Ristock
L. Zapshala-Kelln

Regrets: S. Woloschuk (assessor)

1. **ANNOUNCEMENTS**

The Chair welcomed Mr. Chris McCann, Alternate Support Staff Assessor, who attended the meeting in Sandra Woloschuk's absence. He reminded Board members that the annual Board of Governors Retreat would be on Friday, March 9, 2018 from 6:00 p.m. to 9:00 p.m. and Saturday, March 10, 2018 from 8:00 a.m. to 3:30 p.m. in Pembina Hall. He noted that further details will be circulated closer to the date.

The Chair commented on an interesting article in the February issue of University Affairs magazine, entitled "University Boards in the Spotlight", and suggested that Board members might find it particularly relevant. Paper copies were made available for those interested.

He noted also that the election for a Board member elected by members of the University Alumni begins March 5, and encouraged eligible Board members to vote

FOR ACTION

2. APPROVAL OF THE AGENDA

It was moved by Mr. Mohammed and seconded by Dr. Mollot:

THAT the agenda for the January 30, 2018 meeting be approved as circulated.

CARRIED

3. MINUTES (Open) Session

3.1 Approval of the Minutes of the November 21, 2017 Open Session as circulated or amended

It was moved by Ms. Nagra and seconded by Dr. Taylor:

THAT the minutes of the November 21, 2017 Open session be approved as circulated.

CARRIED

3.2 Business Arising - none

4. UNANIMOUS CONSENT AGENDA

The Chair reminded members that this part of the agenda is used to approve routine matters that are not controversial and do not normally generate much discussion and said that if any member of the Board wants to ask a question, discuss, or oppose an item on the consent agenda, they can request that in advance through the Secretary's Office or ask that it be removed before the Chair calls for a mover and seconder for the motion.

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

- 4.1 **THAT the Board of Governors approve five new offers, five amended offers, and the withdrawal of three offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 24, 2017].**
- 4.2 **THAT the Board of Governors approve five new offers, seven amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated November 14, 2017].**
- 4.3 **THAT the Board of Governors approve one new offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated November 14, 2017].**
- 4.4 **THAT the Board of Governors approve revised terms of reference for the Leslie F. Buggy Professorship in Pharmacy [as recommended by Senate, December 6, 2017].**
- 4.5 **THAT the Board of Governors approve revised terms of reference for the MINDERMAR Professorship in Human Simulation [as recommended by Senate, December 6, 2017].**

The Board received for information the following items:

4.2.1 *Academic Schedule for 2018-19*

4.2.2 *Approval of Suspension of Admissions to the Bachelor of Science (Honours) and Bachelor of Science (Major) in Biotechnology*

CARRIED

5. FROM SENATE

5.1 Proposed Master of Human Rights

Dr. Barnard noted that this item was reviewed and considered by Senate on two occasions. He said that concerns raised the first time were addressed and unanimously recommended the second time it came before Senate.

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

THAT the Board of Governors approve a proposal to establish a Master of Human Rights.
CARRIED

5.2 Proposed Chair in Interprofessional Collaborative Practice

Dr. Barnard said this was a straightforward proposal and Dr. Ristock added that the proposed Chair is well-supported by an endowment fund.

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

THAT the Board of Governors approve the establishment of an endowed research Chair in Interprofessional Collaborative Practice [as recommended by Senate, December 6, 2017].

CARRIED

6. FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES

6.1 UMGSA Gradzette Fee Submission

Mr. Neumann explained that the Gradzette had not been published for almost two years due to low readership. He said that the Graduate Students' Association (GSA) Council agreed it was better to advertise graduate research on their own website rather than in the print publication. He added that the Manitoban will be better able to provide relevant news coverage for graduate students. He noted that the motion had been approved unanimously by the GSA Council.

It was moved by Mr. Knysh and seconded by Mr. Osiowy:

THAT the Board of Governors approve the reallocation of the current UMGSA fee from "The Gradzette" to "The Manitoban".

CARRIED

6.2 UMSU Bannatyne Fee Submission

Ms. Nagra explained that the rationale for this submission was that UMSU services had been significantly increased on the Bannatyne campus. She added that the Registrar’s Office needed further clarification for the implementation of the fee.

It was moved by Ms. Nagra and seconded by Mr. Mohammed:

THAT the Board of Governors approve a change to UMSU fees assessed to students on the Bannatyne Campus and make them equal to those of Fort Garry Campus students, effective Fall Term 2018, and going forward.

CARRIED

FOR INFORMATION

7. NEW BUSINESS

7.1 Report from the President

Dr. Barnard indicated that he had nothing to add to his report.

MOTION TO MOVE TO CLOSED AND CONFIDENTIAL

It was moved by Ms. Connelly and seconded by Dr. Anderson:

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 December 19, 2017]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve four new offers, six amended offers, and the withdrawal of nine offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated December 19, 2017].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

At its meeting on December 19, 2017, the Senate Committee on Awards approved four new offers, six amended offers, and the withdrawal of nine offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated December 19, 2017].

RESOURCE REQUIREMENTS:

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

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

These award decisions meet the published guidelines for awards, as approved by Senate. They were reported to Senate for information on March 7, 2018.

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

Observations

At its meeting of December 19, 2017, the Senate Committee on Awards approved 4 new offers, 6 revised offers, and the withdrawal of 9 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated December 19, 2017).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 4 new offers, 6 revised offers, and the withdrawal of 9 awards as set out in Appendix A (dated December 19, 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 December 19, 2017

1. NEW OFFERS

Catherine Eamer Cooke Memorial Fellowship

With a donation of \$25,000 in 2016, Mr. William Eamer has established an endowment fund at the University of Manitoba in memory of his sister, Catherine Eamer Cooke, who suffered from hearing loss. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the fund is to provide research support to a medical student, resident, or graduate student who is performing a supervised research project, in the Max Rady College of Medicine, related to the ear. Each year, beginning in 2018-2019, the available annual interest from the fund will be used to award one fellowship to a student who:

- (1) is enrolled full-time in either:
 - (i) the Undergraduate or Postgraduate Medical Education Program in the Max Rady College of Medicine, or
 - (ii) the Faculty of Graduate Studies in a Master's or doctoral program delivered by the Max Rady College of Medicine;
- (2) has either:
 - (i) maintained good standing in the Undergraduate or Postgraduate Medical Education Program, or
 - (ii) achieved a minimum degree grade point average of 3.5 (or equivalent) in the Faculty of Graduate Studies based on the previous 60 credit hours of study;
- (3) will be performing a supervised research project related to the ear;
- (4) has demonstrated outstanding interest or commitment to ear research.

Candidates will be required to submit an application (maximum 250 words) to the Department of Otolaryngology, GB421-820 Sherbrook St., Winnipeg, MB R3A 1R9, which includes the following information: the name of the applicant, the title of the research project, the objective and methods of the research, the research project budget; and a supporting letter from the faculty supervisor which includes a statement about how the student meets criterion (4) above.

Research projects should be completed within a year of the award and should have appropriate ethics committee approvals.

The Dean of the Max Rady College of Medicine (or designate) and the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will jointly name the selection committee for this award, which will include representation from the Department of Otolaryngology's Research Committee. Any graduate student recipients named to receive the fellowship under category (1)(ii) above will be reported through the Dean of the Faculty of Graduate Studies.

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.

Charles Lekic Graduate Pediatric Dentistry Award

In honour of Dr. Charles Lekic's retirement from the College of Dentistry, family, friends, and colleagues have established an endowment fund at the University of Manitoba. Dr. Lekic has made a matching contribution to the fund, and his family intends to make further contributions in support of the award. The purpose of the award is to provide support for graduate student research in pediatric dentistry and any travel that is a direct result of supporting their research. Each year, the available annual income will be used to offer awards to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in the Master of Dentistry (M.Dent.) in the Department of Preventive Dental Science offered by the College of Dentistry;
- (2) have achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) have demonstrated potential for exceptional research ability based on the combination of academic standing and submitted research proposal;
- (4) have not received funding from other sources for the proposed research and/or conference in excess of the budgeted amount for the proposed research and/or conference. Other funding sources will be considered prior to the Charles Lekic Graduate Pediatric Dentistry Award.

Preference in selection will be for a student in the first or second year of graduate study in the program.

Students may hold the Charles Lekic Graduate Pediatric Dentistry Award only once during their graduate program.

Applicants will be required to submit a research proposal by the deadline set by the Division of Pediatric Dentistry. Each year, the Division of Pediatric Dentistry will determine and publish the submission deadline.

If there are no suitable candidates in any given year, at the discretion of the selection committee, any unspent revenue may be held over to offer the award the following year.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of Graduate Pediatric Dentistry (or designate) to name the selection committee for this award. The committee will include Dr. Charles Lekic (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.

D & M Stevens Foundation Scholarship

The D & M Stevens Foundation will make an annual contribution to recognize outstanding academic achievement at the University of Manitoba valued at approximately \$1,200 a year to offer the D & M Stevens Foundation Scholarship. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the award is to support residents specializing in cardiology in the Max Rady College of Medicine. Beginning in 2017-2018, one scholarship will be offered each year to a postgraduate resident who:

- (1) is enrolled full-time in the Postgraduate Medical Education Program, in the Max Rady College of Medicine, as a resident;
- (2) has demonstrated research excellence in the area of cardiology.

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.

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

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

Dr. Jonathan Bjorn Syms Memorial Scholarship

In memory of Dr. Jonathan Bjorn Syms, an endowment fund was established in 2015 by his friends, colleagues and medical school classmates to further his legacy and recognize students pursuing the study of Icelandic language, literature, and Viking culture. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in a Major, Honours or Minor program in Icelandic offered by the Department of Icelandic Language and Literature in the Faculty of Arts;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has demonstrated a commitment to continuing the study of Icelandic culture and literature.

Candidates will be required to submit a statement (maximum 500 words) that describes how they meet criterion (3) above.

Preference in selection will be given to students enrolled in the Major or Honours programs in Icelandic. Students in the Minor program will be considered if there are no eligible Major or Honours program students. In any given year, if there are no eligible candidates, the scholarship will not be awarded and the annual interest will be reinvested with the capital of the fund.

The Head of the Department of Icelandic Language and Literature (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.

2. AMENDMENTS

Dr. Ronald Kristjanson Memorial Scholarship

The following amendments were made to the terms of reference for the Dr. Ronald Kristjanson Memorial Scholarship:

- Part of the preamble was revised to:
The purpose of this scholarship is to recognize academic merit and community service of adult students enrolled in a certificate program in Extended Education at the University of Manitoba.
- Two scholarships of equal value will now be offered.

- The application process was revised to read:
Students must submit an application consisting of a letter of application (maximum 500 words) outlining their community service involvement and a letter of recommendation from a community representative.
- The selection committee paragraph was revised to:
The selection committee shall be named by the Dean of Extended Education (or designate).
- The standard Board of Governors statement was added.

Faculty of Architecture Endowed Scholarships

The following amendments were made to the terms of reference for the Faculty of Architecture Endowed Scholarships:

- The preamble was revised to:
The Faculty of Architecture at the University of Manitoba seeks to assist promising students through the establishment of an endowed scholarship fund (initial capital balance of \$26,000). The scholarships will reward excellence in the undergraduate program, and in each of the graduate programs. The annual income generated on the endowment fund will provide for scholarships to be awarded equally among the six programs.
- The numbered criteria were revised to:
One scholarship will be offered to an undergraduate student who:
 - (1) *is enrolled full time (minimum 80% course load) in their second year in the Faculty of Architecture at the University of Manitoba;*
 - (2) *has a minimum degree grade point average of 3.5;*
 - (3) *has achieved the highest standing among all students in the undergraduate program in the Faculty of Architecture.*
One scholarship will be offered to a graduate student who:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies in their second year of the Master of Architecture program at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.5 in the first year of study in the Master of Architecture program;*
 - (3) *has achieved the highest standing among all students in all courses completed in the Master of Architecture program.*
One scholarship will be offered to a graduate student who:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies in their second year of the Master of City Planning program at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.5 in the first year of study in the Master of City Planning program;*
 - (3) *has achieved the highest standing among all students in all courses completed in the Master of City Planning program.*
One scholarship will be offered to a graduate student who:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies in their second year of the Master of Interior Design program at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.5 in the first year of study in the Master of Interior Design program;*

- (3) *has achieved the highest standing among all students in all courses completed in the Master of Interior Design program.*

One scholarship will be offered to a graduate student who:

- (1) *is enrolled full-time in the Faculty of Graduate Studies in their second year of the Master of Landscape Architecture program at the University of Manitoba;*
- (2) *has achieved a minimum degree grade point average of 3.5 in the first year of study of the Master of Landscape Architecture program;*
- (3) *has achieved the highest standing among all students in all course completed in the Master of Landscape Architecture program.*

One scholarship will be offered to a graduate student who:

- (1) *is enrolled full-time in the Faculty of Graduate Studies in their second year of the Ph.D. in Design and Planning program at the University of Manitoba;*
- (2) *has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;*
- (3) *has achieved the highest standing among all students in all courses completed in the Ph.D. in Design and Planning program.*

- The following sentence was added:

In the event of a tie, the prize will be awarded to the student with the most A grades or higher throughout their degree.

- The selection committee paragraph was revised to:

The Dean of the Faculty of Architecture (or designate) will name the selection committee for the undergraduate award, which will include the Associate Dean (Research), Environmental Design Program Chair and the Heads of each Department (or designates). The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee for the graduate awards.

- The standard Board of Governors statement was added

Garson N. (Gerry) Vogel Memorial Award

The following amendments were made to the terms of reference for the Garson N. (Gerry) Vogel Memorial Award:

- The preamble was revised to:

In memory of Garson Nathaniel (Gerry) Vogel and in recognition of his distinguished service with the Canadian Wheat Board and the World Food Program, an award fund has been established at the University of Manitoba. From the earnings on this fund, an annual award first tenable in the 1983-84 academic year will be available to a student who:

- The numbered criteria were revised to:

- (1) *is enrolled full-time in the Faculty of Graduate Studies in either the:*
 - (i) *Ph.D. program in Individual Interdisciplinary Studies; or*
 - (ii) *Ph.D. program in the Department of Food and Human Nutritional Sciences;*
- (2) *has a minimum grade point average of 3.5 based on the most recent 60 credit hours (or equivalent) of study; and*
- (3) *is being supervised by a member of the Department of Food and Human Nutritional Sciences.*

- 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 Chair of the Awards Committee of the Faculty of Agricultural and Food Sciences to convene the selection committee for this award.
- The standard Board of Governors statement was amended

Lorraine Wilgosh Bursary

The following amendments were made to the terms of reference for the Lorraine Wilgosh Bursary:

- The preamble was revised to:
From the testamentary gift from Dr. Lorraine Wilgosh (M.A/63), an endowment fund has been established at the University of Manitoba. The purpose of the bursary is to provide support to undergraduate students pursuing their studies in the Faculty of Arts, Science, or Education. Beginning in the 2018-2019 academic year, the available annual income will be used to offer one or more bursaries to undergraduate students who:
- The numbered criteria were revised to:
 - (1) *are enrolled full-time (minimum 60% course load) in either:

 - a) *the third or fourth year of study in either the Faculty of Arts or Science, or*
 - b) *any year of study in the Faculty of Education;**
 - (2) *graduated from a high school in Manitoba, Saskatchewan, or Alberta that is located outside of the census metropolitan areas, as defined by Statistics Canada;*
 - (3) *have achieved a minimum degree grade point average of 2.5;*
 - (4) *have demonstrated financial need on the standard University of Manitoba bursary application form.*
- The selection committee paragraph was revised to:
The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.

Manitoba Family Year 1994 Legacy Scholarship

The following amendments were made to the terms of reference for the Manitoba Family Year 1994 Legacy Scholarship:

- The opening paragraph was revised to:
To commemorate 1994, the United Nations International Year of the Family, and the major participation of Manitoba citizens, the Premier's Family Year-94 Volunteer Council and the Government of Manitoba have established a fund of \$50,000 including matching funds provided by The University of Manitoba Graduate Fellowship Matching Funds Program. The Manitoba Family Year 1994 Legacy Scholarship will be awarded to a graduate student studying in the Department of Community Health Sciences at the University of Manitoba, with a focus on family health. The objective of the scholarship is to support and encourage research on family health and to recognize academic excellence.
- The numbered criteria were revised to:
 - (1) *is registered full-time in the Faculty of Graduate Studies, in a Master's program in the*

Department of Community Health Sciences (As of July 1, 2015 the Department of Family Social Sciences, Faculty of Human Ecology merged with the Department of Community Health Sciences, Max Rady College of Medicine, Rady Faculty of Health Sciences);

- (2) *has completed at least 9 credit hours in the program;*
- (3) *has a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study.*

- The following paragraph was amended to read:

Since the participation in and impetus for the International Year of the Family was initiated by home economists, preference will be given to candidates who are graduates from home economics/human ecology or related programs and who plan to publish research findings related to family issues.

- The selection paragraph was amended to:

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

- The standard Board of Governors statement was added.

Professor W.M. Hugill Memorial Scholarship

The following amendments were made to the terms of reference for the Professor W.M. Hugill Memorial Scholarship:

- The preamble was revised to:

In memory of W.M. Hugill, a professor in the Department of Classics from 1920 until his retirement as the Head of the Department in 1961, a scholarship was established at the University of Manitoba in 1964. The purpose of the award is to reward the academic achievements of undergraduate students pursuing studies in the Department of Classics in the Faculty of Arts. Beginning in the 2018 – 2019 academic year, the available annual income will be used to offer scholarships to one or more undergraduate students who:

- The numbered criteria were revised to:

- 1) *are enrolled full-time (minimum 80% course load) in the second year or higher in the Faculty of Arts at the University of Manitoba;*
- 2) *have achieved a minimum degree grade point average of 3.0;*
- 3) *have completed a minimum of two courses in the Department of Classics with a minimum grade of C;*
- 4) *enroll full-time (minimum 80% course load) in the ensuing academic year in a program which includes at least two courses in the Department of Classics.*

- The following paragraphs were added:

Preference will be given to students who have completed a language course (Latin or Greek).

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

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

- The standard Board of Governors statement was added.

3. WITHDRAWALS

American Academy of Craniofacial Pain Prize

At the request of the donor

Charles Card Bursary in Medicine

At the request of the donor

Kenneth and Elizabeth Walton Research Scholarship in Medicine

At the request of the donor

Martin Irwin Sexton Memorial Scholarship

At the request of the donor

MTS Future First Bursary in Indigenous Business Education

At the request of the donor

MTS Future First Scholarship in Indigenous Business Education

At the request of the donor

Nathan B. Zimmerman Scholarship in Drama

Withdrawn at the request of the donor

Starbucks Scholarship for the Most Accomplished Continuing Jazz Student

Funding for this award is no longer available.

Starbucks Scholarship for the Most Promising New Jazz Student

Funding for this award is no longer available.



AGENDA ITEM: Report of the Senate Committee on Awards – Part B
[dated December 19, 2017]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve three amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated December 19, 2017].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- At its meeting on December 19, 2017, the Senate Committee on Awards approved three amended 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 December 19, 2017].
- The Indigenous Leader of Tomorrow Entrance Scholarships are offered to Canadian Indigenous undergraduate students who enter University 1 or any faculty, college, or school directly from high school.
- The Indigenous Master's Excellence Award is offered to Canadian Indigenous graduate students enrolled in the Faculty of Graduate Studies, in any Master's degree program.
- The Indigenous Doctoral Excellence Award (IDEA) is for Indigenous graduates students enrolled in any doctoral program at the University.

RESOURCE REQUIREMENTS:

These awards are funded from various sources, as previously reported to the Board.

IMPLICATIONS:

The Indigenous Leader of Tomorrow Entrance Scholarships support the recruitment and retention of Canadian Indigenous undergraduate students, and the Indigenous Master's Excellence Award and the Indigenous Doctoral Excellence Award (IDEA) support the recruitment and retention of Canadian Indigenous graduate students at the University.

CONSULTATION:

This award offer was approved by Senate at its meeting on March 7, 2018.

REPORT OF THE SENATE COMMITTEE ON AWARDS – Part B

Preamble

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

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

Observations

At its meeting of December 19, 2017, the Senate Committee on Awards reviewed three revised 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 April 4, 2017).

Recommendations

The Senate Committee on Awards recommends that Senate and the Board of Governors approve three new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated December 19, 2017).

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

**Appendix A
December 19, 2017**

1. AMENDED OFFERS

Indigenous Leader of Tomorrow Entrance Scholarships

The following amendments were made to the terms of reference for the Indigenous Leader of Tomorrow Entrance Scholarships:

- The selection committee paragraph was revised to:

The Indigenous Students Awards Committee will act as the selection committee for this award.

(Attachment I)

Indigenous Master's Excellence Award

The following amendment was made to the Indigenous Master's Excellence Award:

- The minimum grade point average was changed from 3.75 to 3.0, based on the last 60 credit hours (or equivalent) of study.
- The paragraph relating to the structure of the student selection committee has been removed from the terms of reference and will be advertised internally.
- The following paragraph was revised to:

The recipient of the prize will normally be expected to present a seminar in RIOH at a suitable time, in the current award year. The Cell Biology section of RIOH will be responsible for organizing the seminar.

- 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 Senior Scientists from RIOH to name the selection committee for this award.

- The standard Board of Governors statement was added.

(Attachment II)

Indigenous Doctoral Excellence Award (IDEA)

The following amendments were made to the Indigenous Doctoral Excellence Award:

- The selection committee paragraph was revised to:

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Vice-Provost (Indigenous Engagement) (or designate).

- The standard Board of Governors statement was updated

(Attachment III)



UNIVERSITY
OF MANITOBA
December 1, 2017

Enrolment Services

Financial Aid & Awards
422 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9531
Fax (204) 474-7543
awards@umanitoba.ca

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

RE: Indigenous Leader of Tomorrow Entrance Scholarship

Dear Dr. Hultin,

Financial Aid and Awards supports the amendments to the **Indigenous Leader of Tomorrow Scholarship**.

In the Fall Term of 2017, the University of Manitoba's Indigenous undergraduate student population was 8.3% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2017	2,455	29,498	8.3
2016	2,400	29,987	8.0
2015	2,180	29,929	7.3
2014	2,168	29,657	7.3
2013	2,140	29,759	7.2

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide 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,

Ms. Jane Lastra
Director, Financial Aid and Awards
University of Manitoba

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.



UNIVERSITY
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Faculty of Graduate Studies

500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9377
Fax (204) 474-7553

June 9, 2017

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

RE: Indigenous Master's Excellence Award

Dear Dr. Hultin,

The Faculty Graduate Studies supports the establishment of the **Indigenous Master's Excellence Award**. In the Fall Term of 2016, the self-declared Indigenous graduate student population was 5.6% of graduate enrolment, compared to Manitoba's Indigenous population of 16.7%.¹ The Indigenous student enrolment data for the past five years at the graduate level is provided for context in the table below.

Year (Fall Term)	Number of Graduate Indigenous Students at the U of M ²	Total Graduate Student Population at the U of M	% Indigenous Students
2016	208	3700	5.6%
2015	183	3800	4.8%
2014	158	3719	4.2%
2013	158	3748	4.2%
2012	147	3580	4.1%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This award will provide the Faculty of Graduate Studies 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. Todd A. Mondor
Acting Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies

¹ Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>].

² The University of Manitoba's Office of Institutional Analysis. Cited December 13, 2016



UNIVERSITY
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Office of the Dean
Faculty of Graduate Studies

500 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9377
Fax (204) 474-7553

December 1, 2017

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

RE: Indigenous Doctoral Excellence Award (IDEA)

Dear Dr. Hultin,

The Faculty of Graduate Studies supports the amendments passed at the December 19, 2017 meeting of SCOA to the Indigenous Doctoral Excellence Award (IDEA). In the Fall Term of 2017, the self-declared Canadian Indigenous graduate student population was 5.8% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹. The Indigenous student enrolment data for the past five years in the Faculty of Graduate Studies is provided for context in the table below.

Year (Fall Term)	Number of Canadian Indigenous Graduate Students at the U of M	Total U of M Graduate Student Population	% Indigenous students
2017	214	3,721	5.8
2016	208	3,700	5.6
2015	183	3,800	4.8
2014	158	3,719	4.2
2013	158	3748	4.2

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of scholarships, bursaries, and awards for Indigenous students contributes to this commitment. This scholarship will provide the Faculty of Graduate Studies with the opportunity to recruit, recognize 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. Todd A. Mondor
Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies

¹ Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>].



AGENDA ITEM: Report of the Senate Committee on Awards – Part A
[dated January 16, 2018]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve four new offers, three amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated January 16, 2018].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

At its meeting on January 16, 2018, the Senate Committee on Awards approved four new offers, three amended offers, and the withdrawal of two offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated January 16, 2018].

RESOURCE REQUIREMENTS:

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

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

These award decisions meet the published guidelines for awards, as approved by Senate. They were reported to Senate for information on March 7, 2018.

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

Observations

At its meeting of January 16, 2018, the Senate Committee on Awards approved 4 new offers, 3 revised offers, and the withdrawal of 2 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated January 16, 2018).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 4 new offers, 3 revised offers, and the withdrawal of 2 awards as set out in Appendix A (dated January 16, 2018). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A

January 16, 2018

1. NEW OFFERS

EISI Alumni Scholarship in Computer Science

An anonymous donor has generously established an endowment fund with the initial gift of \$25,000 at the University of Manitoba in 2017. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the Department of Computer Science in the Faculty of Science. Beginning in 2019-2020, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in their second or third year of study in the Bachelor of Science program in Computer Science (Honours, Joint Honours, Double Honours, Major, Double Major, and Co-Op) offered through the Faculty of Science at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5.

The Dean of the Faculty of Science (or designate) will ask the Head of the Computer Science Department (or designate) to name the selection committee for this award.

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

Marjorie Blankstein Emergency Graduate Student Bursary for Peace and Conflict Studies

Dr. Marjorie Blankstein C.M., O.M. has established an endowment fund with the initial gift of \$200,000 at the University of Manitoba in 2016. The purpose of the fund is to provide emergency funds for graduate students enrolled in the Peace and Conflict Studies Program which operates at the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College, who require immediate financial assistance, to address needs related to their studies/personal hardships/barriers and or living expenses. Beginning in 2018-2019, the available annual interest and any unspent revenue from the fund can be used to offer bursaries to students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in the Ph.D. or Master's program in Peace and Conflict Studies at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 3.0 based on the last 60 credit hours of study;
- (3) have completed the Peace and Conflict Studies Program Emergency Assistance Application and have outlined their emergency situation during an interview with the Chair of the Arthur V. Mauro Centre for Peace and Justice (or designate).

The selection of eligible student recipients shall accord with the guidelines established for the University of Manitoba's student emergency loan funds. The vision of this award is to support students throughout their academic pursuit, therefore the Chair of the Arthur V. Mauro Centre for Peace and Justice should consider external factors when determining eligibility.

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.

Marjorie C. Anderson Scholarship

Blair Anderson (B.Sc. (Hons)/1978) has established an annually-funded award for a five-year term at the University of Manitoba called the Marjorie C. Anderson Scholarship. Valued at \$1,000 annually, the purpose of the award is to support an undergraduate student in the Clayton H. Riddell Faculty of Environment, Earth and Resources who has an interest in northern and arctic natural resource development. Beginning in 2018-2019 and ending in 2022-2023, one scholarship will be offered each year to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the fourth year of Geological Sciences in the Clayton H. Riddell Faculty of Environment, Earth and Resources at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5.

Preference will be given to a student working on a fourth-year honours thesis in northern Canada (as defined by NSERC) on a natural resource /geoscience project with the potential for economic growth.

The donor will contact the Donor Relations office by no later than March 31 in any year this award will not be offered.

The Dean of the Clayton H. Riddell Faculty of Environment, Earth and Resources (or designate) will ask the Head of Geological Science (or designate) to name the selection committee for this award.

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

Simatelex Charitable Foundation International Study Scholarship

Through the company's Simatelex Charitable Foundation, Ms. Esther Suen, B.Comm.(Hons.), Vice-Chairman and Managing Director of Simatelex Manufacturing Company Ltd., has established an endowment fund at the University of Manitoba with a gift of \$1 million in 2015. The purpose of the fund is to support international study opportunities in the I.H. Asper School of Business by recognizing community involvement, leadership and academic excellence for both undergraduate and graduate students participating in these opportunities. Each year, beginning in 2017-2018, up to ten scholarships of between \$2,000 and \$5,000 each will be offered to students who:

- (1) are enrolled either:
 - (a) as an undergraduate student: full-time (minimum 80% course load) in the B.Comm.(Hons.) program in the I.H. Asper School of Business;
 - (b) as a graduate student: full-time in the Faculty of Graduate Studies in the MBA program delivered by the I.H. Asper School of Business;
- (2) have achieved either:

- (a) as an undergraduate student: a minimum degree grade point average of 3.75;
- (b) as a graduate student: a minimum grade point average of 3.75 based on the previous 60 credit hours (or equivalent) of study;
- (3) have been accepted to the I.H. Asper School of Business International Student Exchange program;
- (4) have demonstrated community involvement and leadership (including, but not limited to student groups, community organizations, volunteerism, etc.).

Preference in selection will be given to: (i) for undergraduate students: have a declared major or demonstrated research interest in International Business and/or, demonstrated extracurricular or professional involvement in international business; (ii) for graduate students: have demonstrated research interest in International Business and/or, demonstrated extracurricular or professional involvement in international business.

Students will have the opportunity to demonstrate how they meet criterion (4) and any of the selection preferences as part of the I.H. Asper School of Business International Student Exchange program application process.

The selection committee will have the discretion to determine the number and value of scholarships offered each year, within the guidelines above, based on the annual income.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and the Dean of the I.H. Asper School of Business (or designate) will ask the International Exchange Program Director (or designate) to name the selection committee for this award, which will include the International Exchange Program Coordinator (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

Governor General's Academic Medals (Silver and Bronze)

The following amendments were made to the terms of reference for the Governor General's Academic Medals:

- The number of silver medals was increased from three to five.
- The preamble was revised to:

The Governor General offers five medals annually to the University of Manitoba: three silver medals to undergraduate students who achieve the highest academic standing in a Bachelor degree program, one bronze to the student who achieves the highest standing in the Diploma in Agriculture program, and one bronze to any other diploma program student who achieves the highest standing in their program (other than Agriculture). Two silver medals and two bronze medals will be offered at the Annual Spring Convocation and one silver medal will be offered at the Annual Fall Convocation.

- The selection committee paragraph was revised to:

At The University of Manitoba, the selection committee for the silver medals and one bronze medal will be named by the Director of Financial Aid and Awards (or designate). The selection committee for the bronze medal in Agriculture will be the Faculty of Agricultural and Food

Sciences Awards Committee. Final selection for the medals will be based solely on academic achievement, specifically on the degree grade point average on all courses taken to qualify for the respective Bachelor's degree or diploma.

- The following paragraph was revised to:

Two silver medals will be awarded to students who have completed a degree program considered to be at least four years in length (inclusive of any qualifying year or years), one at the Annual Spring Convocation and one at the Annual Fall Convocation. The third silver medal will be awarded to a student at the Annual Spring Convocation who has completed a degree program that is less than four years in length (inclusive of any qualifying year or years).

- Cumulative Grade Point Average was removed and replaced with Degree Grade Point Average throughout the terms of reference.

Governor General's Gold Medal

The following amendments were made to the terms of reference for the Governor General's Gold Medal:

- The number of medals was changed from one to two.
- The preamble was revised to:

The Governor-General of Canada offers two annual gold medals called The Governor General's Gold Medal to recognize the outstanding performance of graduate students. These awards are based on overall academic excellence.

- The eligibility paragraph was revised to:

Eligibility for the medals is open to all students who will convocate with a Master's or a Ph.D. at Spring Convocation or who graduated the previous Winter or Fall at the University of Manitoba. One gold medal will be awarded to a Master's student and one gold medal will be awarded to a Doctoral student.

- The numbered criteria were revised to:

Each Faculty/School/College may nominate up to two Master's and two Doctoral students for each of the Governor General's Gold Medals, respectively. Nomination packages must include:

- (1) a letter from the Dean/Director of the Faculty/School/College giving a detailed rationale for the nomination;*
- (2) the nominee's curriculum vitae;*
- (3) a copy of the nominee's University of Manitoba transcript;*
- (4) a brief, written statement by the nominee (500 words maximum) summarizing the significance of their accomplishments and knowledge gained during their graduate program (e.g., research and related accomplishments, knowledge acquired, etc.).*
- (5) a letter of support from the advisor, unit head, or graduate chair; and,*
- (6) a copy of the report from the external examiner for PhD students*

- The following sentence was added to the selection committee paragraph:

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).

- The standard Board of Governors Statement was added.

Pat (Pisnook) Boland Memorial Scholarship

The following amendments were made to the terms of reference for the Pat (Pisnook) Boland Memorial Scholarship:

- The preamble was revised to:
In honor of Pat (Pisnook) Boland, a former Bisons Basketball team member from 1960–64, an endowment fund was established at the University of Manitoba in 2006. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. This award recognizes a student athlete who best exemplifies the positive attributes Pat brought to the University of Manitoba and to women’s sport. Each year, the available annual interest will be offered to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) *is eligible to compete in U Sports and has been a member of the Bison Women’s Basketball Team for a minimum of one year;*
 - (2) *has been enrolled full-time, as defined by U Sports, in the second year of study or higher in any faculty, school, or college at the University of Manitoba;*
 - (3) *has completed a minimum of 24 credit hours in the previous academic year;*
 - (4) *has achieved a minimum degree grade point average of 2.0;*
 - (5) *best exemplifies the qualities of leadership on the court, in the opinion of the selection committee;*
 - (6) *is a role model for young women in sport through volunteer work in the community, in the opinion of the selection committee.*
- The selection committee paragraph was revised to:
The Director of Athletics and Recreation (or designate) will name the selection committee for this award and will include the Head Coach of the Bison Women’s Basketball Team. The selection will be made in consultation with Pat Boland’s surviving family.
- The standard Board of Governors statement was added.
- The standard U Sports statement was added.

3. WITHDRAWALS

Grace General Hospital Bursary

This award is being withdrawn at the request of the donor.

Manrex Medication Delivery Nursing Bursary

This award is being withdrawn at the request of the donor.



AGENDA ITEM: Report of the Senate Committee on Awards – Part B
[dated January 16, 2018]

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve one new offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated January 16, 2018].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- At its meeting on January 16, 2018, the Senate Committee on Awards approved one new offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated January 16, 2018].
- The Marjorie Blankstein Indigenous Leadership Scholarship would be offered to Canadian Indigenous undergraduate students enrolled in any faculty, college, or school at the University.

RESOURCE REQUIREMENTS:

The award would be funded from the source identified in the Report.

IMPLICATIONS:

The Marjorie Blankstein Indigenous Leadership Scholarship would support the recruitment and retention of Canadian Indigenous undergraduate students at the University.

CONSULTATION:

This award offer was approved by Senate at its meeting on March 7, 2018.

REPORT OF THE SENATE COMMITTEE ON AWARDS – Part B

Preamble

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

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

Observations

At its meeting of January 16, 2018, the Senate Committee on Awards reviewed one new offer that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 16, 2018).

Recommendations

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated January 16, 2018).

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A

January 16, 2018

1. NEW OFFER

Marjorie Blankstein Indigenous Leadership Scholarship

Dr. Marjorie Blankstein, C.M., O.M. has established an endowment fund at the University of Manitoba with an initial gift of \$350,000 in 2016. The purpose of the fund is to recognize and reward Indigenous students who are participating in leadership and/or mentorship programs at the University of Manitoba. Beginning in the 2018-2019 academic year, the available annual income from the fund will be used to offer scholarships with a minimum value of \$5,000 each to students who:

- (1) are Canadian Indigenous (Status, non-Status, Métis, Inuit);
- (2) are enrolled full-time (minimum 60% course load) in any faculty, college, or school at the University of Manitoba;
- (3) have achieved a minimum degree grade point average of 3.0;
- (4) are participating in an Indigenous leadership and/or mentorship program at the University of Manitoba (including, but not limited to: *Indigenous Circle of Empowerment, Neechiwaken Indigenous Peer Mentor Program, Rec and Read Mentorship Program, etc.*).

Nominations for this award will be invited from students, faculty, and staff of the University of Manitoba. Nominations must be accompanied by a description and explanation of the candidate's leadership and/or mentorship qualities (maximum 250 words).

The Indigenous Students Awards Committee will act as the selection committee for this award.

The selection committee will have the discretion to determine the number and value of the scholarships, based on the available funds.

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

(Attachment I)



UNIVERSITY
OF MANITOBA
January 8, 2018

Enrolment Services

Financial Aid & Awards
422 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9531
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awards@umanitoba.ca

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

RE: Marjorie Blankstein Indigenous Leadership Scholarship

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the **Marjorie Blankstein Indigenous Leadership Scholarship**.

In the Fall Term of 2017, the University of Manitoba's Indigenous undergraduate student population was 8.3% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2017	2,455	29,498	8.3
2016	2,400	29,987	8.0
2015	2,180	29,929	7.3
2014	2,168	29,657	7.3
2013	2,140	29,759	7.2

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide 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,

Ms. Jane Lastra
Director, Financial Aid and Awards
University of Manitoba

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.



AGENDA ITEM: Proposal to Establish an Endowed Research Chair in Child Health Evidence Based Medicine

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the establishment of an endowed research Chair in Child Health Evidence Based Medicine [as recommended by Senate, March 7, 2018].

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 Max Rady College of Medicine, Rady Faculty of Health Sciences, is proposing to establish an endowed research Chair in Child Health Evidence Based Medicine. The appointment would be held in the Department of Pediatrics and Child Health, with cross appointment to an applicable Department for the purpose of graduate teaching. The full-time appointment would be at the level of Assistant Professor, Associate Professor, or Professor, consistent with the policy on *Chairs and Professorships*. The appointment would be for a term of five years and would be renewable twice subject to performance, as outlined in the proposal.

RESOURCE REQUIREMENTS:

A \$3 million endowment fund to support the Chair has been established through a transfer of funds from an existing trust fund at the University, the Robert Wallace Cameron Fund. The donor for the Fund was consulted and supports the transfer of funds for this purpose.

Annual income from the endowment would be used to support (i) the salary and benefits of a full-time faculty appointment, at the rank of Assistant Professor, Associate Professor, or Professor, and (ii) the research/scholarly activities of the Chair.

IMPLICATIONS:

The purpose of the Chair in Child Health Evidence Based Medicine would be to:

- develop and promote evidence-based approaches to research, treatment, and care of childhood disease and disability;
- develop and promote high quality research, and a learning healthcare system that facilitates innovations through research;
- develop research skills in learners and the multidisciplinary team, including research study design, research management, knowledge translation, team building and grantsmanship as related to child health research;
- participate in graduate student supervision and graduate courses relevant to child health disciplines;
- be actively involved in the development of national and international research networks and mentorship initiatives and to maintain a leading role in the national health agenda.

CONSULTATION:

In accordance with the University policy on Chairs and Professorships, this proposal has been endorsed by the Provost and Vice-President (Academic) and by the Senate Committee on University Research. The proposal was considered and endorsed by Senate on March 7, 2018.



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"/>	Provost and Vice-President (Academic)	January 3, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on University Research	January 25, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	February 14, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposal for an endowed research Chair in Child Health Evidence Based Medicine, Max Rady College of Medicine

January 25, 2018

**Report of the Senate Committee on University Research Re: Proposal to Establish a
Child Health Evidence Based Medicine**

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html

2. At its meeting on January 18, 2018, SCUR received for review, a proposal to establish the Chair in Child Health Evidence Based Medicine.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences has proposed a Chair in Child Health Evidence Based Medicine.
2. The focus of the Chair is to "establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba.
3. The Chair will be funded by a transfer of funds from the Robert Wallace Cameron Fund.

Recommendation:

The Senate Committee on University Research recommends THAT: the Chair in Child Health Evidence Based Medicine be approved by Senate

Respectfully submitted,

Digvir Jayas, Chair
Senate Committee on University Research.



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 3, 2018

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

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

Re: Proposal for a Chair in Child Health Evidence Based Medicine

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal for a Chair in Child Health Evidence Based Medicine. This Chair aligns with the priorities of the College, the Faculty, and the University. This Chair will work to advance evidence based healthcare for children.

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 Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

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



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

November 30, 2017

Dr. Diane Hiebert-Murphy
Vice-Provost (Academic Affairs)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Chair in Child Health Evidence Based Medicine

The Max Rady College of Medicine would like to establish a Chair in Child Health Evidence Based Medicine. The proposed Chair will advance evidence based healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba. The Chair will be funded through a transfer from the Robert Wallace Cameron Fund in consultation with the donor and the fund committee.

The Max Rady College of Medicine Executive met and approved this Chair on October 10, 2017.

Enclosed are Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely,

Dr. Brian Postl
Dean and Vice Provost, Rady Faculty of Health Sciences

Encl.



October 2, 2017

Dr. Brian Postl, Dean
Max Rady College of Medicine
And the College Executive Council

RE: Proposal for the establishment of a Chair in Child Health Evidence Based Medicine

Dear Dr. Postl,

I am pleased to hereby bring forward the request for establishment of a Chair in Child Health Evidence Based Medicine, to be discussed at the College Executive meeting on October 18, 2017.

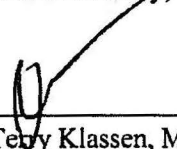
Over the past year, we have had careful conversations with the funders of the Robert Cameron Wallace Trust, established in our Department in 1994. We are immensely grateful to the funders, who support utilization of capital in the Robert Wallace Cameron Trust to create a grand total of \$3,000,000 towards a new Chair in Child Health Evidence Based Medicine. The attached Terms of Reference were developed in collaboration between the Department and Donor Relations.

As expressed in the Terms of Reference, the Chair aims advance evidence based healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare system, and the Children's Hospital Research Institute of Manitoba.

We are looking forward to your support to bring this proposal forward for Senate discussion and approval.

Thank you for your consideration.

Yours sincerely,



Terry Klassen, MD, MSc, FRCPC
Medical Director, Child Health Program, WRHA
Professor and Head, Department of Pediatrics & Child Health
Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba
CEO & Scientific Director, Children's Hospital Research Institute of Manitoba
Academic Director, George and Fay Yee Centre for Healthcare Innovation

PROPOSAL TO ESTABLISH A CHAIR AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba the following is presented:

Through a transfer from the Robert Wallace Cameron Fund (Trust), a Chair in Child Health Evidence Based Medicine to be named in honour of Robert Wallace Cameron, will be established in the Department of Pediatrics and Child Health in the Max Rady College of Medicine, Rady Faculty of Health Sciences.

The Chair in Evidence Based Medicine will advance evidence based healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba.

TYPE OF APPOINTMENT

Chair in combination with either a GFT appointment, or an UMFA/Other Academic appointment.

TYPE/AREA/NAME OF CHAIR/PROFESSORSHIP

Chair in Child Health Evidence Based Medicine

PURPOSE AND OBJECTIVES OF CHAIR/PROFESSORSHIP

- To develop and promote evidence-based approaches to research treatment and care of childhood disease and disability.
- To develop and promote high quality research, and a learning healthcare system that facilitates innovations through research.
- To develop research skills in learners and the multidisciplinary team, including research study design, research management, knowledge translation, team building and grantmanship as related to child health research.
- To participate in graduate student supervision and graduate courses relevant to child health disciplines.

- To be actively involved in the development of national and international research networks and mentorship initiatives and to maintain a leading role in the national child health agenda.

RELATIONSHIP TO THE PROPOSING UNIT

The University of Manitoba, Rady Faculty of Health Sciences is a major center of medical education and research linked to sister institutions throughout Canada and the world. The University offers a full range of undergraduate and postgraduate programs embracing basic biomedical sciences, clinical medicine and population health. The Chair will help drive the priorities for education and research by attracting high quality personnel and trainees to their program.

The Department of Pediatrics and Child Health is one of Manitoba's largest academic clinical departments, with a diverse and significant commitment to excellence in clinical, basic and translational research, post-graduate clinical and research training, and graduate student training. Support for research and research training is facilitated through close partnership with the Children's Hospital Research Institute of Manitoba (CHRIM), as well as with academic departments in the Rady Faculty of Health Sciences with programs accredited by the Faculty of Graduate Studies. The Department strongly encourages the development of clinician scientists and scientists among its trainees and junior Faculty.

THE METHOD BY WHICH THE CHAIR/PROFESSORSHIP WILL BE FUNDED

The Robert Wallace Cameron Fund (Trust) was established in 1994 and has built strong capital over the course of 23 years. \$3 million has been transferred from this Fund to establish a new endowed fund to support the Chair.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR/PROFESSORSHIP

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, the applicant will hold an academic appointment in the Rady Faculty of Health Sciences, Max Rady College of Medicine, Department of Pediatrics. The applicant will hold an MD or related degree, and/or a PhD degree with research training and experience that demonstrates productivity at the level of the national granting councils or equivalent in their particular field. They will have an affinity with translational research, innovation, quality and the concept of the learning healthcare system. They will have demonstrated mentoring and collaborating skills with junior faculty members and trainees starting out in their area of research.

They will provide evidence of participation in the development of child health research at a national level. The incumbent will be appointed at a rank and salary commensurate with their education and experience.

TERM OF APPOINTMENT

The term will be five years, renewable twice, up to a total of fifteen (15) years. There will be an expectation to report at annual performance feedback meetings, as well as through a broader internal review at four years into the term. The internal review reporting outcomes will be shared with the donor, Robert Wallace Estate. Renewal will be dependent on the results of these reviews.

Outcome measurements:

1. Evidence of mentoring
 - Grants received by junior faculty
 - Presentations at international meetings by mentees
 - Profile within the Department and CHRIM
 - Peer reviewed publications by mentees
 - Qualitative assessment of group dynamics
 - Attraction of high quality graduate students
2. Personal research productivity
 - External grants
 - Presentations
 - Peer reviewed publications
3. Evidence of linkages and multidisciplinary work in child health across the academic and clinical realm.
4. Peer assessment of influence on research development in the academic and clinical realm.
5. Evaluation of teaching at the graduate level through student evaluations of courses or topics taught.

OTHER PROVISIONS

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.

- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In accordance with University Policy, the annual performance of the Chair will be reviewed in the same manner as other faculty members. The Department Head of the Department of Pediatrics and Child Health shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 4) The Chair holder will have an appointment to the Rady Faculty of Health Sciences, Max Rady College of Medicine, Department of Pediatrics and Child Health, with cross appointment to an applicable Department for the purpose of graduate teaching.

Dean, Max Rady College of Medicine

Date



AGENDA ITEM: Proposal to Establish an Endowed Research Chair in Pediatrics and Child Health

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the establishment of an endowed research Chair in Pediatrics and Child Health [as recommended by Senate, March 7, 2018].

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 Max Rady College of Medicine, Rady Faculty of Health Sciences, is proposing to establish an endowed research Chair in Pediatrics and Child Health. The appointment would be held in the Department of Pediatrics and Child Health, with cross appointment to an applicable Department for the purpose of graduate teaching. The full-time appointment would be at the level of Assistant Professor, Associate Professor, or Professor, consistent with the policy on *Chairs and Professorships*. The appointment would be for a term of five years and would be renewable twice subject to performance, as outlined in the proposal.

RESOURCE REQUIREMENTS:

A \$3 million endowment fund to support the Chair has been established with contributions from various donors, including the Winnipeg Rh Institute Foundation and members of the Department of Pediatrics and Child Health, and with a transfer of funds from an existing trust fund at the University, the Robert Wallace Cameron Fund. The donor for the Robert Wallace Cameron Fund was consulted and supports the transfer of funds for this purpose.

Annual income from the endowment would be used to support (i) the salary and benefits of a full-time faculty appointment, at the rank of Assistant Professor, Associate Professor, or Professor, and (ii) the research/scholarly activities of the Chair.

IMPLICATIONS:

The purpose of the Chair in Pediatrics and Child Health would be to:

- develop and promote evidence-based approaches to research, treatment, and care of childhood disease and disability;
- develop and promote high quality research, and a learning healthcare system that facilitates innovations through research;
- establish an externally funded program in translational research in children's disease, including diseases in later life with roots in childhood;
- develop research skills in learners and the multidisciplinary team, including research study design, research management, knowledge translation, team building and grantsmanship as related to child health research;
- participate in graduate student supervision and graduate courses relevant to child health disciplines;
- be actively involved in the development of national and international research networks and mentorship initiatives, and to assist Manitoba investigators to retain leading roles in the national child health agenda.

CONSULTATION:

In accordance with the University policy on Chairs and Professorships, this proposal has been endorsed by the Provost and Vice-President (Academic) and by the Senate Committee on University Research. The proposal was considered and endorsed by Senate on March 7, 2018.



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"/>	Provost and Vice-President (Academic)	January 3, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on University Research	January 25, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	February 14, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposal for an endowed research Chair in Pediatrics and Child Health, Max Rady College of Medicine

January 25, 2018

Report of the Senate Committee on University Research Re: Proposal to Establish a Chair in Pediatrics and Child Health

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on January 18, 2018, SCUR received for review, a proposal to establish a Chair in Pediatrics and Child Health.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences, has proposed a Chair in Pediatrics and Child Health.
2. The focus of the Chair is to "strengthen the development of our leaning healthcare system, by advancing translational research, focusing on innovation and impact clinical care."
3. The Chair will be funded by an endowment fund established by the Department of Pediatrics and matched by a donation from the Winnipeg Rh Institute Foundation and a transfer from the Robert Wallace Cameron Fund.

Recommendation:

The Senate Committee on University Research recommends THAT: the Chair in Pediatrics and Child Health be approved by Senate

Respectfully submitted,

Digvir Jayas, Chair
Senate Committee on University Research.



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 3, 2018

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

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

Re: Proposal for a Chair in Pediatrics and Child Health

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal for a Chair in Pediatrics and Child Health. This Chair aligns with the priorities of the College, the Faculty, and the University and will advance translational research with a focus on innovation and impact on clinical care.

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 Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

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



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

November 30, 2017

Dr. Diane Hiebert-Murphy
Vice-Provost (Academic Affairs)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Chair in Pediatrics and Child Health

The Max Rady College of Medicine would like to establish a Chair in Pediatrics and Child Health. The proposed Chair will honor the legacy of Dr. John Bowman, the clinical director of a world-renowned research lab, which in the 1950s developed a method to treat Rh hemolytic disease of the newborn. The Chair in Pediatrics and Child Health will advance translational research, focusing on innovation and impact on clinical care.

The Chair will be funded through an endowment established by the Department of Pediatrics, through a gift from the Winnipeg Rh Institute Foundation, and a transfer from the Robert Wallace Cameron Fund with the approval from the donor and that fund's committee.

The Max Rady College of Medicine Executive met and approved this Chair on October 10, 2017.

Enclosed are Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely,

Dr. Brian Postl
Dean and Vice Provost, Rady Faculty of Health Sciences

Encl.

September 25, 2017

Dr. Brian Postl, Dean
Max Rady College of Medicine
And the College Executive Council

RE: Proposal for the establishment of a Chair in Pediatrics and Child Health

Dear Dr. Postl,

I am pleased to hereby bring forward the request for establishment of a Chair in Pediatrics and Child Health, to be discussed at the College Executive meeting on October 18, 2017.

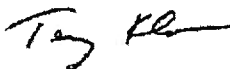
Over the past year, we have worked diligently to realize a Chair in Pediatrics and Child Health from an initial donation of \$1,000,000 from our physician compliment. We are immensely grateful to the Winnipeg Rh Institute Foundation, represented by Dr. Archie Cooper and Dr. Molly Seshia, who explored with us the idea of a donation from the Winnipeg Rh Institute Foundation, matched by a donation from the founders of the Robert Wallace Cameron Trust, to create a grand total of \$3,000,000 towards the new Chair. The attached Terms of Reference were developed in collaboration with both donors.

As expressed in the Terms of Reference, the Chair aims to strengthen the development of our learning healthcare system, by advancing translational research, focusing on innovation and impact on clinical care.

We are looking forward to your support to bring this proposal forward for Senate discussion and approval.

Thank you for your consideration,

Yours sincerely,



Terry Klassen, MD, MSc, FRCPC
Medical Director, Child Health Programme, WRHA
Professor and Head, Dept. of Pediatrics & Child Health
College of Medicine, Faculty of Health Sciences, University of Manitoba
CEO & Scientific Director, Children's Hospital Research Institute of Manitoba
Academic Director, George and Fay Yee Centre for Healthcare Innovation

PROPOSAL TO ESTABLISH A CHAIR AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba the following is presented:

Through donations from multiple sources, a Chair in Pediatrics and Child Health will be established in the Rady Faculty of Health Sciences, Max Rady College of Medicine, Department of Pediatrics and Child Health.

The Chair in Pediatrics and Child Health will honor the legacy of Dr. John Bowman. Dr. John Bowman, Pediatrician, was the clinical director of a world-renowned research lab, which in the 1950s developed a method to treat Rh hemolytic disease of the newborn. The lab's discoveries saved thousands of lives and formed the basis of the Cangene Corporation, which was acquired by Emergent Biosolutions in 2014. Dr Bowman's work exemplifies what is now known as translational research – moving new discoveries and cutting edge research concepts from the lab bench into clinical practice worldwide.

The Chair in Pediatrics and Child Health will advance translational research, focusing on innovation and impact on clinical care.

TYPE OF APPOINTMENT:

Chair in combination with either a GFT appointment, or an UMFA/Other Academic appointment.

TYPE/AREA/NAME OF CHAIR/PROFESSORSHIP:

Chair in Pediatrics and Child Health.

PURPOSE AND OBJECTIVES OF CHAIR/PROFESSORSHIP:

- To develop and promote evidence-based approaches to research, treatment and care of childhood disease and disability.
- To develop and promote high quality research, and a learning healthcare system that facilitates innovations through research.
- Establish an externally funded program in translational research in children's disease, including diseases of later life with roots in childhood.

- To develop research skills in learners and the multidisciplinary team, including research study design, research management, knowledge translation, team building and grantmanship as related to child health research.
- To participate in graduate student supervision and graduate courses relevant to child health disciplines.
- To be actively involved in the development of national and international research networks and mentorship initiatives, and to assist Manitoba investigators to retain leading roles in the national child health agenda.

RELATIONSHIP TO THE PROPOSING UNIT

The University of Manitoba, Rady Faculty of Health Sciences is a major center of medical education and research linked to sister institutions throughout Canada and the world. The University offers a full range of undergraduate and postgraduate programs embracing basic biomedical sciences, clinical medicine and population health. The Chair will help drive the priorities for education and research by attracting high quality personnel and trainees to their program.

The Department of Pediatrics and Child Health is one of Manitoba's largest academic clinical departments, with a diverse and significant commitment to excellence in clinical, basic and translational research, post-graduate clinical and research training, and graduate student training. Support for research and research training is facilitated through close partnership with the Children's Hospital Research Institute of Manitoba (CHRIM), as well as with academic departments in the Faculty of Health Sciences with programs accredited by the Faculty of Graduate Studies. The Department strongly encourages the development of clinician scientists and scientists among its trainees and young faculty. The Chair would be both a mentor and a leader in the establishment of innovative translational research approaches.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

There is a \$1 million endowment established by the Department of Pediatrics and Child Health in 2014/2015 to support a Chair. The Winnipeg Rh Institute Foundation has made a gift of \$1 million in support of the Chair in Pediatrics and Child Health. An additional commitment has been made to transfer \$1 million from the Robert Wallace Cameron Fund (Trust) to this Chair, with approval from both the donor representative and the Robert Wallace Cameron Fund Committee.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR/PROFESSORSHIP

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, the applicant will hold an MD and/or a PhD degree with research training and

experience that demonstrates productivity at the level of the national granting councils or equivalent in their particular field. They will have an affinity with translational research, innovation, quality and the concept of the learning healthcare system. They will have demonstrated mentoring and collaborating skills with junior faculty members and trainees starting out in their area of research. They will provide evidence of participation in the development of child health research at a national level. The incumbent will be appointed at a rank and salary commensurate with their education and experience.

TERM OF APPOINTMENT:

The term will be five years, renewable twice (15 years). There will be an expectation to report at annual performance feedback meetings, as well as through a broader internal review at four years into the term. The internal review reporting outcomes will be shared with the donor. Renewal will be dependent on the results of these reviews. Outcome measurements:

1. Evidence of mentoring
 - Grants received by junior faculty
 - Presentations at international meetings by mentees
 - Profile within the Department and CHRIM
 - Peer reviewed publications by mentees
 - Qualitative assessment of group dynamics
 - Attraction of high quality graduate students
2. Personal research productivity
 - External grants
 - Presentations
 - Peer reviewed publications
3. Evidence of linkages and multidisciplinary work in child health across the academic and clinical realm.
4. Peer assessment of influence on research development in the academic and clinical realm.
5. Evaluation of teaching at the graduate level through student evaluations of courses or topics taught.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.

- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In accordance with University Policy, the annual performance of the Chair will be reviewed in the same manner as other faculty members. The Department Head of the Department of Pediatrics and Child Health shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 4) The Chair holder will have an appointment in the Department of Pediatrics and Child Health, with cross appointment to an applicable Department for the purpose of graduate teaching.



AGENDA ITEM: Proposal to Establish an Endowed Research Chair in Human Rights and Social Justice

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve the establishment of an endowed research Chair in Human Rights and Social Justice [as recommended by Senate, March 7, 2018].

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 Faculty of Law is proposing to establish an endowed research Chair in Human Rights and Social Justice. The appointment would be held in the Faculty of Law, with the possibility for a cross appointment to another academic unit(s) closely aligned to the individual's area of research expertise. The full-time appointment would initially be at the level of Assistant Professor, but the Faculty would retain the option to make an appointment at the level of Associate Professor or Professor, consistent with the policy on *Chairs and Professorships*. The appointment would be for a term of five years and would be renewable subject to performance.

RESOURCE REQUIREMENTS:

Revenue from a \$3 million endowment fund, which has been established with a gift from the Mauro Family Foundation, would be used to support the Chair.

Annual income from the endowment (approximately \$120,000) would be used to support (i) the salary and benefits of a full-time faculty appointment, at the rank of Assistant Professor, Associate Professor, or Professor.

IMPLICATIONS:

The purpose of the Chair in Human Rights and Social Justice would be to:

- conduct high-level research on emerging human rights and social justice issues, making a contribution to knowledge and scholarship in the area;
- oversee student practicums with local and international organizations, allowing students to gain practical experience in the area of human rights and social justice (broadly defined) while providing valuable service to the host agencies;
- supervise Master's student research in law and other disciplines;
- teach credit bearing courses offered for academic credit, preparing law and graduate students from multiple disciplines to make ethical, informed, innovative, and effective contributions to human rights work and social justice locally, nationally, and globally;
- develop new courses and programs, which could include distance learning options, summer institutes drawing faculty and students from within the university and around the world, and joint courses with universities overseas;
- collaborate with the university's social justice degree programs (Peace and Conflict Studies, Disability Studies, Women's and Gender Studies, etc.), degree programs with a social justice component, and with organizations that support human rights and social justice;
- become a key player in the University of Manitoba's recently approved Master of Human Rights program.

CONSULTATION:

In accordance with the University policy on Chairs and Professorships, this proposal has been endorsed by the Provost and Vice-President (Academic) and by the Senate Committee on University Research. The proposal was considered and endorsed by Senate on March 7, 2018.



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"/>	Provost and Vice-President (Academic)	November 12, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on University Research	January 25, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	February 14, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposal for an endowed research Chair in Human Rights and Social Justice, Faculty of Law

January 25, 2018

Report of the Senate Committee on University Research Re: Proposal to Establish a Chair in Human Rights and Social Justice

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on January 18, 2018, SCUR received for review, a proposal to establish a Chair in Human Rights and Social Justice.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

Observations:

1. The Faculty of Law has proposed a Chair in Human Rights and Social Justice.
2. The focus of the Chair is "to provide leadership, research, scholarship, teaching and mentorship in human rights and social justice."
3. The Chair will be funded by an endowment fund created by the Mauro Family Foundation.

Recommendation:

The Senate Committee on University Research recommends THAT: the Chair in Human Rights and Social Justice approved by Senate

Respectfully submitted,

Digvir Jayas, Chair
Senate Committee on University Research.



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 3, 2018

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

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

Re: Proposal for a Chair in Human Rights and Social Justice

On behalf of the Faculty of Law, Dr. Jonathan Black-Branch has submitted a proposal for a Chair in Human Rights and Social Justice. This Chair aligns with the priorities of the Faculty and the University. Although this Chair is related to the commitment of the Faculty of Law to be the home faculty for the Master of Human Rights (MHR) program, the Faculty and donor are committed to the establishment of this Chair independent of the approval and implementation of the MHR program.

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 Faculty of Law and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

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



UNIVERSITY
OF MANITOBA

Faculty of Law

Robson Hall
Winnipeg, MB R3T 2N2
Canada
Fax (204) 474-7580
Phone (204) 474-6130

Nov. 12, 2017

Dr. Janice Ristock
Provost and Vice-President (Academic)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Ristock,

RE: Chair in Human Rights and Social Justice

The Faculty of Law has had a long-standing commitment to human rights and social justice, including faculty expertise and hosting the Centre for Human Rights Research, which fosters interdisciplinary research.

In that regard, the Faculty of Law seeks to establish a Chair in Human Rights and Social Justice that will be open to scholars from a wide range of disciplines.

This Chair is supported by a \$3-million endowment created by a transformational gift from the Mauro Family Foundation under the guidance of Dr. Mauro, a graduate from Robson Hall. The chair will provide leadership, research, scholarship, teaching and mentorship in human rights and social justice.

The Law Faculty Council approved this development on June 28, 2017, in a unanimous vote.

Enclosed are the Chair's Terms of Reference for your approval.

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

Sincerely,

Dr. Jonathan Black-Branch
Dean, Faculty of Law

**PROPOSAL TO ESTABLISH A
CHAIR IN HUMAN RIGHTS AND SOCIAL JUSTICE AT THE UNIVERSITY
OF MANITOBA**

In accordance with the procedures and mechanisms for establishing chairs at the University of Manitoba, the following is presented:

TYPE OF APPOINTMENT: Chair

NAME OF CHAIR: Chair in Human Rights and Social Justice (a request for name recognition for the donor will be submitted through the Senate Committee on Honorary Degrees following approval of the Chair)

PURPOSE AND OBJECTIVES OF CHAIR:

The Chair will:

- Conduct high-level research on emerging human rights and social justice issues, making a contribution to knowledge and scholarship in the area.
- Oversee student practicums with local and international organizations, allowing students to gain practical experience in the area of human rights and social justice (broadly defined) while providing valuable service to the host agencies.
- Supervise masters' student research in law and other disciplines.
- Teach credit bearing courses offered for academic credit (as in Law's requirements), preparing law and graduate students from multiple disciplines to make ethical, informed, innovative, and effective contributions to human rights work and social justice locally, nationally, and globally.
- Develop new courses and programs, which could include distance learning options, summer institutes drawing faculty and students from within the university and around the world, and joint courses with universities overseas.
- Collaborate with the university's social justice degree programs (Peace and Conflict Studies, Disability Studies, Women's and Gender Studies, etc.), degree programs with a social justice component, and with organizations that support human rights and social justice.
- Become a key player in the University of Manitoba's proposed Master of Human Rights program.

RELATIONSHIP TO THE PROPOSING UNIT

The University of Manitoba has identified human rights and social justice as one of seven major research themes and one of six strategic priorities for academic enhancement. The university has also set ambitious targets to increase the number of graduate students enrolled. The university's 2015-2020 strategic plan identifies among its priorities: increasing opportunities for experiential learning and forging connections through high-impact community engagement. The proposed Chair will contribute significantly towards realizing all these institutional objectives, including by overseeing student practicums.

The proposed Chair will be appointed to the Faculty of Law and ideally cross-appointed to whichever academic unit(s) is/are most closely aligned with her/his area of expertise

and research interest. A letter of agreement will outline the Chair's relationship with the other unit(s).

FUNDING: The Chair will be funded by an endowment based on a \$3-million donation from the Mauro Family Foundation. This is expected to generate approximately \$120,000 per year to cover the Chair's salary and employee benefits. The Faculty of Law will launch a competitive international search to recruit the most qualified candidate in the field.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR

The Chair will be hired on a tenure-track position at the assistant professor level, but the Faculty may elect to hire on an open-ranked, tenure-track basis.

The ideal candidate will be an intellectual leader and community-builder from a relevant discipline concerned with human rights and social justice. Candidates will normally have the highest degree in law, social sciences or a relevant discipline with expertise in human rights and social justice theory and research methods and must be familiar with international, regional and domestic human rights systems and enforcement mechanisms.

TERM OF APPOINTMENT: The initial term of the Chair will be five (5) years, renewable subject to a successful review of the incumbent's performance.

PREAMBLE:

The Faculty of Law is committed to fostering interdisciplinary research and teaching at the University of Manitoba in the area of human rights and social justice, in collaboration with three other faculties (Arts, Education, and Social Work) and three centres (Centre for Human Rights Research, Mauro Centre for Peace and Justice and National Centre for Truth and Reconciliation) and support from other faculties as appropriate. Human rights figure increasingly prominently in politics, business, policy, law, education, civil society organizations and movements for social change. The myriad of complex human rights issues confronting Manitoba, Canada and the world are best tackled through a broad-based approach that spans histories, cultures and academic disciplines.

SELECTION:

The selection committee for this position, to be appointed by the Dean of Law, will normally be comprised of a representative from each of the four partner faculties, plus a student. In selecting committee members, the Dean will strive for gender balance and conform to University of Manitoba Faculty Association requirements. The foundation funding the endowed chair may appoint a non-voting selection committee member.

REPORTING:

The holder of the Chair will report to the Dean of the Faculty of Law and provide an annual report of his/her teaching and research activities to the Dean of the Faculty of Law. Donor Relations will provide a copy of this report to the donor as per University policies regarding endowments of this nature.



AGENDA ITEM: Safe Disclosure Policy Title Change

RECOMMENDED RESOLUTION:

That the Board of Governors approve a change to the title of the Safe Disclosure Policy from “Safe Disclosure Policy” to “Safe Disclosure (Whistleblower) Policy”, to be effective upon approval.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

Background – Safe Disclosure Policy

The University of Manitoba has been designated as a “government body” under the Regulations to The Public Interest Disclosure (Whistleblower Protection) Act. All government bodies are required to implement Procedures to manage disclosures, as defined by the Act.

The University’s Safe Disclosure Policy was implemented in 2012 to meet the requirements of the Act. The Policy is intended to apply only to the Disclosure of Wrongdoing, as that term is defined in the Act and may be amended from time to time. This Policy is not intended to apply to other types of disclosures, and is not intended as a dispute resolution mechanism to replace grievances, appeal hearings, and other administrative processes. At the time this Policy was approved, the definition of Wrongdoing was:

- a) An act or omission constituting an offence under an Act of the Legislature or the Parliament of Canada, or a regulation made under an Act;
- b) An act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of the duties or functions of an employee;
- c) Gross mismanagement, including of public funds or a public asset;
- d) Knowingly directing or counseling a person to commit a wrongdoing described in clauses (a) to (c).

Background – Audit Services’ Values & Ethics Project

Audit Services conducted an audit on Values and Ethics in the 2016/17 fiscal year. An observation was noted that since the title of the Safe Disclosure Policy does not include the word “whistleblower”, that the University community may not be aware of the Policy’s intended purpose. Several suggestions were received during the internal audit, that the title of the Policy be updated to include the word “whistleblower” to make it more recognizable.

As a part of the audit, other universities/colleges websites were reviewed and comparative policies, while not direct equivalents to the University’s Safe Disclosure Policy, were found and are summarized below. Most have titles that are more descriptive.

University/College	Title of Policy (policy equivalent)
University of Toronto	Reporting Incidents of Suspected Financial Impropriety Procedure
University of Alberta	Fraud and Irregularity Policy, Ethical Conduct and Safe Disclosure Policy
University of British Columbia	Internal Audit, Investigations and Financial Whistleblower
McMaster University	Fraud Policy, contracted hotline also used
McGill University	Policy on Safe Disclosure (“Whistleblowing”)
University of Calgary	Fraud Policy, Procedure for Protected Disclosure
Queen’s University	Policy and Procedures for Safe Disclosure Reporting and Investigation
University of Ottawa	Financial Fraud
University of Saskatchewan	Safe Disclosure Policy, contracted hotline also used
Western University	Safe Disclosure Policy, Procedures for Reporting Concerns of Unethical Behaviour or Improper Financial Activity
University of Winnipeg	Protected Disclosure Policy
Red River College	Ethical Behaviour Policy, Public Interest Disclosures/Whistleblower Protection Policy, contracted hotline also used

RESOURCE REQUIREMENTS:

None.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Making the Policy more recognizable to the University community is consistent with the University’s values statements: “accountability” and “integrity”.

IMPLICATIONS:

The University desires to meet or exceed the requirements of the Act. Without a title change, the University community may be unaware of the Policy and its intended purpose.

ALTERNATIVES:

Do not change the title of the Policy.

Select one of many other potential titles, for example: Whistleblower Policy.



AGENDA ITEM: Report of the University Discipline Committee for the period of
September 1, 2016 to August 31, 2017

RECOMMENDED RESOLUTION:

For information only.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- The annual report of the University Discipline Committee for the period September 1, 2016 to August 31, 2017 is attached. It is divided into two sections. Part 1 concerns incidents of academic misconduct and Part 2 describes disciplinary matters involving non-academic misconduct. The Board of Governors has jurisdiction over the discipline of students.
- The information provided does not always convey the complexity of the nature of the incidents and the resulting disciplinary action.
- This is the first report submitted under the revised *Student Discipline Bylaw* and related procedures (Board of Governors, June 22, 2016), including an updated set of categories that came into effect September 1, 2016.
- The overall numbers of incidents in 2016-2017 (681) decreased over the previous year (779) and involved 2.3 percent of the student body versus 2.6 percent the previous year.
- There were 579 reported incidents of academic misconduct involving 506 students and 102 reported incidents of non-academic misconduct involving 82 students.
- A decrease in breach of residence hall regulations, from 169 to 89, was attributed to (i) no students living in the residences in June, July, and much of August due to the Canada Summer Games and (ii) measures that were taken to provide students with a better understanding of residence rules.
- An increase in incidents of credit card fraud observed by a disciplinary authority was attributed to establishment of a formal internal process that results in disciplinary action in the form of withdrawing the application for admission in cases of credit card fraud.
- An increase in incidents of plagiarism associated with admission applications reported by one disciplinary authority was attributed to the unit being particularly thorough in reviewing applications.
- A trend involving 40 students in four courses, where the students appeared to have hired someone to produce essays, was identified by one disciplinary authority. Incidents of this nature warrant further observation in future years.
- The report is shared broadly in order to provide information to assist disciplinary authorities in making decisions on disciplinary matters.

CONSULTATION:

Senate received the report for information on March 7, 2018.



UNIVERSITY
OF MANITOBA

Office of the President

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

December 8, 2017

To: Mr. Jeff Leclerc, University Secretary

From: Dr. David T. Barnard, President and Vice-Chancellor

SUBJECT: Annual Report of the University Discipline Committee

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2016 to August 31, 2017, which was submitted by Dr. Brenda Hann, Chair.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Hann has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Hann to attend the meeting at which the Report will be considered.

/hc



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

December 1, 2017

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

Dear Dr. Barnard:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2016 to August 31, 2017. Please note that this is the first report submitted under the new Student Discipline Bylaw and uses the updated set of categories which came into effect on September 1, 2016.

The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me by all disciplinary authorities. I wish to thank all those offices who responded quickly to my request for submissions.

The UDC has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Misconduct" and the second addressing disciplinary matters which involve "Non-Academic Misconduct". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided four graphs which offer a visual overview of disciplinary matters. The first set of graphs, on pages 1 and 2, include the updated categories and include incidents from September 1, 2016 to August 31, 2017. The second set of graphs, on pages 3 and 4, span the five-year period from September 2011 to August 2016 and include the categories used prior to September 1, 2016.

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

- 1) The overall number of incidents decreased slightly this year in relation to last year, with the percentage decreasing from 2.6% of the student body in 2015-2016 to 2.3% in 2016-2017. There were a total of 681 incidents reported this year, a decrease from 779 in 2015-2016.
- 2) There were 579 incidents of Academic Misconduct reported, involving a total of 506 students.
- 3) There were 102 incidents of Non-Academic Misconduct reported, involving a total of 82 students.

Disciplinary Authorities were contacted for more information where a significant change was noted. Trends noted are described below, with the caution that the categories do not align directly with those used in the past, which may result in different categorization of incidents than was reflected in past reports.

A Disciplinary Authority saw a significant decrease from 169 incidents of Breach of Residence Hall Regulations last year to 89 incidents this year. The Disciplinary Authority noted that due to Canada Summer Games there were no students living in Student Residences for the months of June, July and the better part of August, resulting in fewer incidents reported. The Disciplinary Authority also noted measures they have taken to provide students with a better understanding of residence rules including revamping their orientation process to include mandatory floor meetings, an alcohol awareness campaign, and providing information regarding items not permitted in residence.

A Disciplinary Authority saw an increase in the number of instances of credit card fraud when compared to last year, which was the result of establishing a formal internal process that does result in disciplinary action in the form of withdrawing the application for admission.

A Disciplinary Authority saw an increase in the number of plagiarism incidents included in admission applications which the Disciplinary Authority indicated was the result of a unit being particularly thorough in reviewing applications.

A Disciplinary Authority noted a trend in their unit which involved students submitting academic work (essays) which was not their own, with the suspicion that the students hired someone to produce the academic work (contract cheating). The Disciplinary Authority noted several similarities in the incidents including a marked difference in the quality of writing in the essay when compared to other work in the course as well as unusual metadata attached to the essays in question. Incidents of this nature should be taken seriously and warrant further observation in future years. There were 40 incidents involving four courses. These incidents were included in the "Other" category, but may require a separate category in the future.

A Disciplinary Authority saw an overall decrease in the number of instances of Academic Misconduct, but was unable to provide an explanation for the decrease.

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

Year	Total # of incidents reported	Total # of students at the University of Manitoba	Percentage
2012-2013	548	29,181	1.9%
2013-2014	559	29,759	1.9%
2014-2015	785	29,657	2.6%
2015-2016	779	29,929	2.6%
2016-2017	681	29,987	2.3%
Average	670	29,703	2.3%

I would respectfully request that this letter and the accompanying Annual Report be circulated to those individuals who have occasion to be concerned with disciplinary matters. The sharing of the information concerned in the report will enable continued improvement on consistency in disciplinary matters.

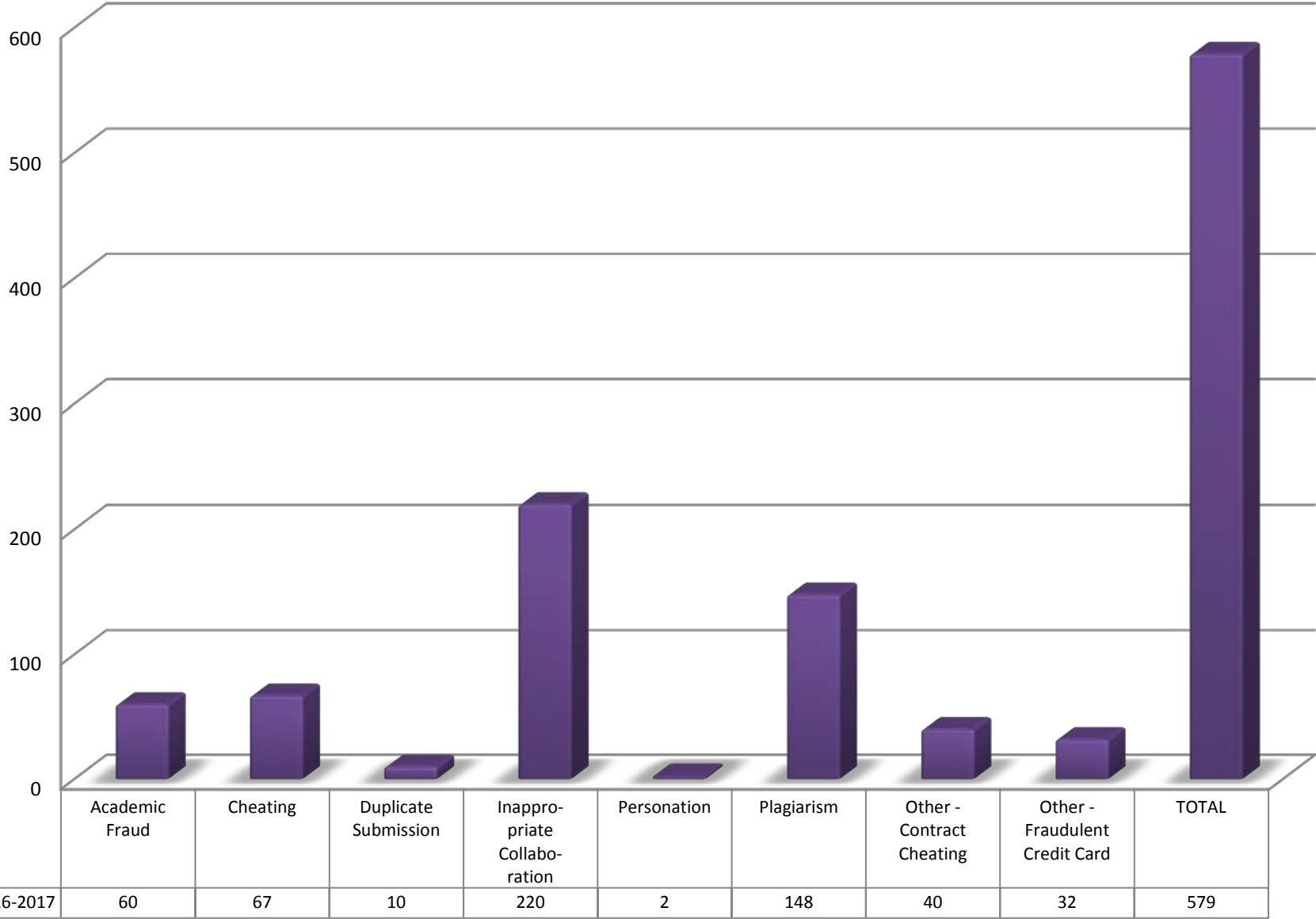
It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and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

Yours sincerely,

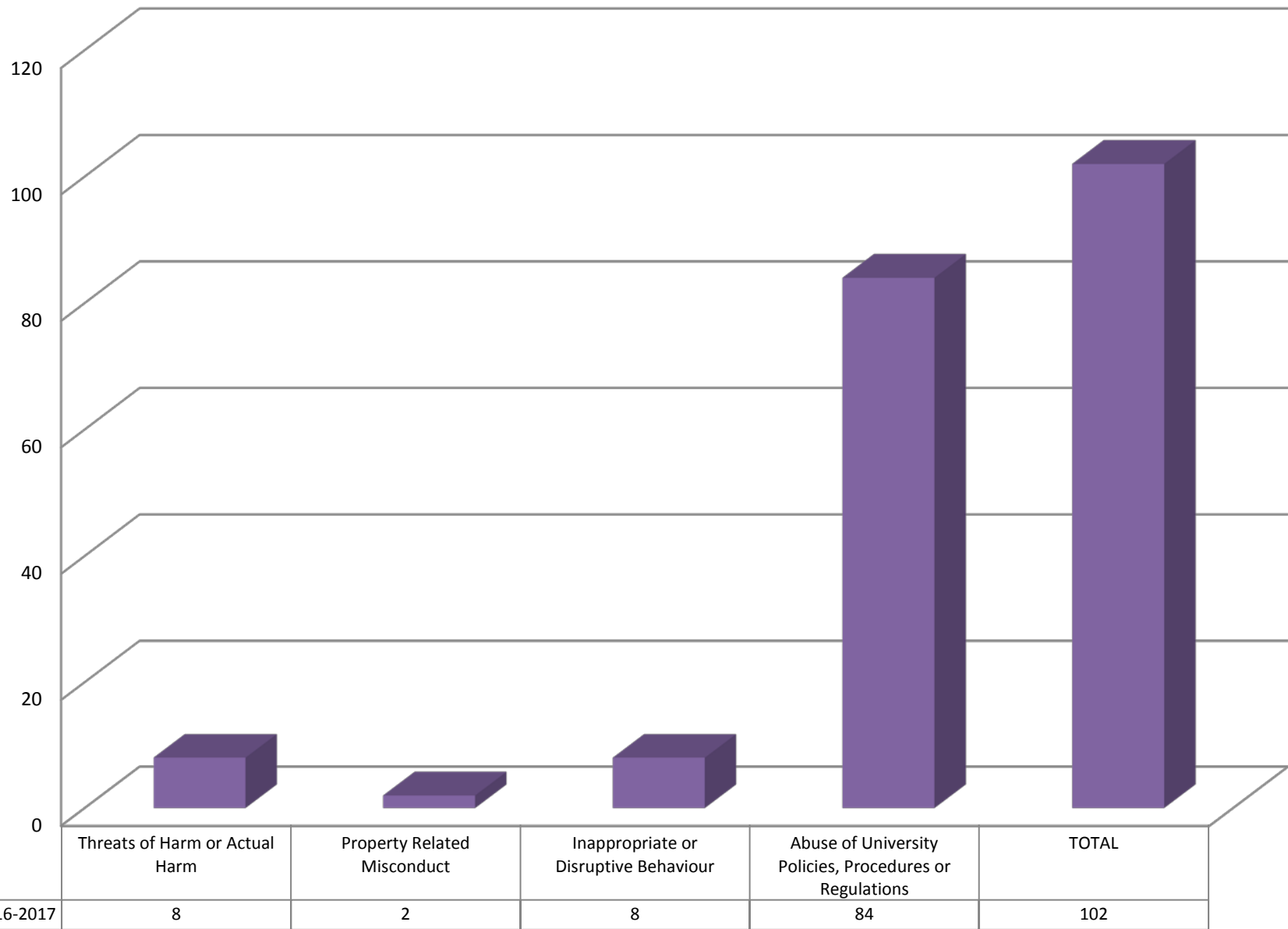
A handwritten signature in blue ink that reads "Brenda Hann". The signature is written in a cursive, flowing style.

Dr. Brenda Hann, Chair
University Discipline Committee

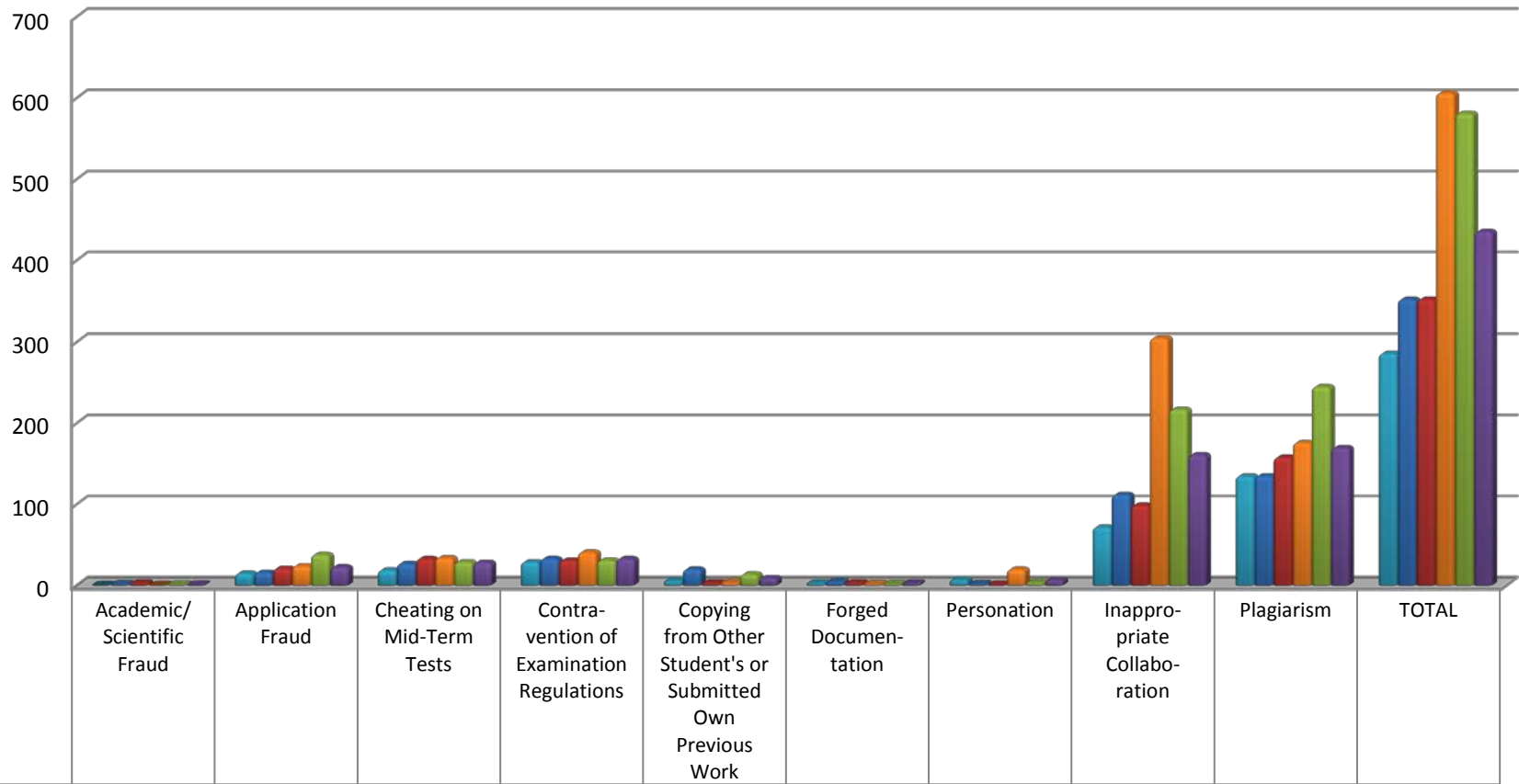
Part 1 - Academic Misconduct



Part 2 - Non-Academic Misconduct

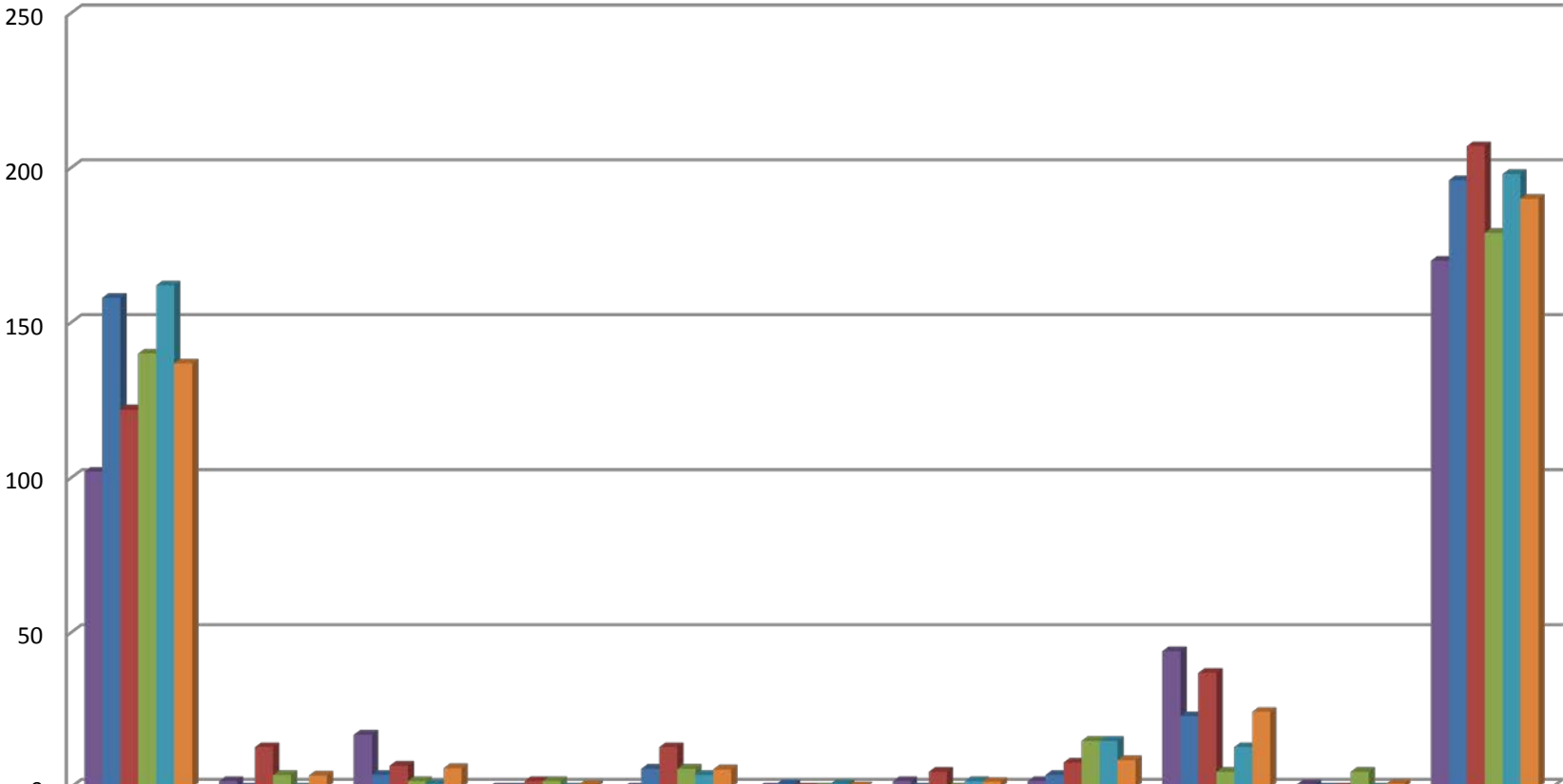


Part 1 - Academic Dishonesty



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

Part 2- Inappropriate Behaviour



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

PART 1: ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
[Definitions are available in the Student Academic Misconduct Procedure.](#)

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Student submitted a forged medical note when applying for a deferred exam	Grade of "F-DISC"; suspended from the Faculty for one year; notation to appear on record stating: "Found guilty of Academic dishonesty (submitting forged note) in course, and will be suspended from the Faculty for one year."; notation to remain for one year or graduation which ever comes first; urged to review the Academic Integrity Tutorials	Associate Dean	Admission of guilt	Not sought	None	Not sought	None
	1	Altered a statement provided from a group member in final grade appeal	Comment of "DISC" beside grade; notation on transcript of academic dishonesty; mandatory Academic Integrity Tutorial	Designate of the Dean	None	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
[Definitions are available in the Student Academic Misconduct Procedure.](#)

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Case solutions copied from case solution website in course	Mark of "zero" on assignment; the final letter grade will be reduced by 1.5 of a letter grade and the grade comment "DISC" will be added; mandatory Academic Integrity Tutorial; all comments may be applied to be removed after a period of six month from the date of the letter or confirmed graduation	Designate of the Dean	In addition to expressing little regret at plagiarism, the student seemed to blame a number of factors including: being short of time, having a lot of courses and the instructor	Not sought	None	Not sought	None
	1	Case solutions copied from case solution website in course	Mark of "zero" on assignment; the final letter grade will be reduced by a full letter grade and the grade comment "DISC" will be added; mandatory Academic Integrity Tutorial; all comments may be applied to be removed after a period of six months from the date of the letter or confirmed graduation	Designate of the Dean	Minimal citation problems and full disclosure of source	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
[Definitions are available in the Student Academic Misconduct Procedure.](#)

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Case solutions copied from case solution website in course	Mark of "zero" on assignment; the final letter grade will be followed by the grade comment "DISC"; mandatory Academic Integrity Tutorial; all comments may be applied to be removed after a period of six months from the date of the letter or confirmed graduation	Designate of the Dean	Extensive citation/plagiarism and lack of ownership	Not sought	None	Not sought	None
	1	Student submitted an application to a College that had been altered by the student	Suspension from taking courses from the Teaching Faculty for one year; suspension from taking courses from the Faculty of Registration for eight months; statement placed on transcript stating penalty and "DISC" which will remain for a year or until graduation; must complete the Academic Integrity Tutorials	Associate Dean	Student admitted guilt but explained that it was not their intent to submit the "improved" record	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

Notes: Where large numbers of students are noted, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
[Definitions are available in the Student Academic Misconduct Procedure.](#)

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Suspension for two years; application withdrawn	Director	Failure to disclose resulted in admission offer and acceptance to a program to which they would not be eligible; progression rules within study would have resulted in suspension had this information been disclosed earlier	Not sought	None	Not sought	None
	1	Submission of a manipulated and incomplete official transcript	Suspension for one year; no additional transfer courses considered; comment on the academic record noting admission irregularities	Director	Student was cited for non-disclosure two years prior; did not submit a final transcript as requested; grades that were removed were failing grades and progression at U of M would have been impacted	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Confusion surrounding the admission pathway	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

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Academic Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Student used a third party agent; student was confused about institution recognition; student submitted information and transcript on their own once they realized the mistake	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Timing of the application submission date and start of classes at external institution	Not sought	None	Not sought	None
	1	Submission of fraudulent TOEFL examination results	Admission offer rescinded; expulsion from program; three year suspension from applying; comment on academic record indicating citation for application irregularities; information shared with other institutions in Canada on Association of Registrars of the Universities and Colleges of Canada list	Director	Student submitted a fraudulent TOEFL result	Not sought	None	Not sought	None

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Academic Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Student used a third party agent; student submitted information and transcript on their own once they realized the mistake	Not sought	None	Not sought	None
	1	Submission of fraudulent transcript	Application withdrawn; five year suspension from applying; comment on academic record indicating cited for application irregularities; information shared with other institutions in Canada on Associate of Registrars of the Universities and Colleges of Canada list	Director	Confirmation from institution that document was fraudulent	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Confusion over the declaration of older coursework; grades were considered acceptable	Not sought	None	Not sought	None

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Academic Fraud	1	Submission of fraudulent transcript	Application withdrawn; five year suspension from applying; comment on academic record indicating cited for application irregularities; information shared with other institutions in Canada on Association of Registrars of the Universities and Colleges of Canada list	Director	Transcript was confirmed fraudulent by the institution	Not sought	None	Not sought	None
	1	Submission of fraudulent TOEFL examination results	Admission offer rescinded; expulsion from program; five year suspension from applying; comment on academic record indicating cited for application irregularities; information shared with other institutions in Canada on Association of Registrars of the Universities and Colleges of Canada list	Director	Student submitted a fraudulent TOEFL result	Not sought	None	Not sought	None

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Academic Fraud	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Timing of the application submission date and start of classes and grade release at external institution	Not sought	None	Not sought	None
	1	Cited for non-disclosure of post-secondary attendance at another post-secondary institution	Comment on the academic record noting admission irregularities (one year)	Director	Challenges with institution on recess and unable to obtain an official record	Not sought	None	Not sought	None
	1	Forged medical document submitted in support of a request for an academic concession in four different courses	Final grade of "F-DISC" in the course #1; suspension from the Faculty for eight months; comment placed on the student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Difficult personal situation led to the act	Not sought	None	Not sought	None

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Academic Fraud	1	Forged medical document submitted in support of a request for an academic concession in four different courses	Final grade of "F-DISC" in the course #2; suspension from the Faculty for eight months; comment placed on the student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Difficult personal situation led to the act	Not sought	None	Not sought	None
	1	Forged medical document submitted in support of a request for an academic concession in four different courses	Final grade of "F-DISC" in the course #3; suspension from the Faculty for eight months; comment placed on the student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Difficult personal situation led to the act	Not sought	None	Not sought	None

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Academic Fraud	1	Forged medical document submitted in support of a request for an academic concession in four different courses	Final grade of "F-DISC" in course #4; suspension from the Faculty for eight months; comment placed on the student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Difficult personal situation led to the act	Not sought	None	Not sought	None
	1	Forged medical document submitted in support of a request for an academic concession	Final grade of "F-DISC"; suspension from the Faculty for eight months; comment placed on the student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Expressed sincere remorse & regret	Not sought	None	Not sought	None

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Academic Fraud	1	When reviewing final exam, student altered answers on their bubble sheet and the instructor's answer key	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment placed on student's record outlining the nature of the infraction and the length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Executive Director	Intentional deception; could have had serious impact on other students in the course	Not sought	None	Not sought	None
	1	When reviewing final exam, student altered their answers	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment placed on student's record outlining the nature of the infraction and the length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Executive Director	Previously upheld allegation of academic misconduct; intentional attempt to deceive the instructor	Not sought	None	Not sought	None

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Academic Fraud	1	Altered sign in sheet for an exam	Mark of "zero" on exam; required to write a letter of apology to the instructor; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Student's immediate confession on the day of offense	Not sought	None	Not sought	None
	1	Conducted research without receiving appropriate and required ethics approval	Five year transcript reprimand "Disciplinary Action Taken Due to a Violation of the Responsible Conduct of Research Policy"	Dean	Breach of Responsible Conduct of Research Policy investigated by Vice-President Research office; discipline imposed by Dean	Not sought	None	Not sought	None
Cheating on Quizzes, Tests or Final Examinations	1	Caught in possession of a cheat sheet significantly larger than allowed in final exam in course	Final course grade will be reduced by a full letter grade; "DISC" will follow the assigned letter grade (with reduction); mandatory Academic Integrity tutorial; the grade comment can be applied for removal after a period of one year from the date of the letter or graduation	Designate of the Dean	Student made litany of excuses for why the cheat sheet was oversized and lacked accountability	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Caught in possession of unauthorized materials under desk in final exam in course	Final course grade will be reduced by a full letter grade; "DISC" will follow the assigned letter grade (with reduction); mandatory Academic Integrity Tutorial; the grade comment can be applied for removed after a period of one year from the date of the letter or graduation	Designate of the Dean	Admitted to having materials and statement was credible	Not sought	None	Not sought	None
	1	Asking another student for answers to questions in final exam in course	Final course grade will be reduced by a full letter grade; "DISC" will follow the assigned letter grade (with reduction); mandatory Academic Integrity Tutorial; the grade comment can be applied for removed after a period of one year from the date of the letter or graduation	Designate of the Dean	Statement lacked credibility and accountability	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Final exam protocol breach in course; departed from exam room with page of exam paper	Academic Integrity Tutorial	Designate of the Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Statement of no ill intent was credible	Not sought	None	Not sought	None
	1	Accessing unauthorized materials (including but is not limited to any electronic device capable of wireless communication and/or storing information) during a final exam	Academic Integrity and Student Conduct Tutorials and associated quiz	Associate Dean	Student did not respond to initial allegation letter by a specified date and, therefore, the faculty discipline committee met to make the final decision on disciplinary action; student did not complete the tutorials or quiz to date	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Accessing unauthorized materials (including but is not limited to any electronic device capable of wireless communication and/or storing information) during a final exam	Required to complete the Academic Integrity and Student Conduct Tutorials and associated quiz; statement placed on student's academic record as follows: "Student charged with academic dishonesty in course"; may request removal of statement after eight months	Associate Dean	No clear indication of why student did not respond to repeated questioning regarding the possession of an electronic device during the time student was headed to the washroom	Not sought	None	Not sought	None
	1	Similar answers on a midterm test as that of another student	Mark of "zero" on midterm test; "Allegation of Academic Dishonesty upheld in course" comment on student's record; required to complete the Academic Integrity and Student Conduct Tutorial and associated quiz	Acting Department Head	None indicated	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Accessed notes on cell phone during final exam	Final grade of "F-DISC"; one year suspension from Faculty	Acting Associate Dean	Student did not contact Faculty or Student Advocacy before deadline; decision was made without student input; student did not contact Student Advocacy until after appeal deadline had passed	Not sought	None	Not sought	None
	1	Student found in possession of unauthorized material (a piece of paper with answer to an exam question) during the final exam	Final grade of "F-DISC"; statement on transcript: "Student charged with academic dishonesty by contravening exam regulations in course" to remain on record for two years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean (Academic)	None	Not sought	None	Not sought	None
	1	Possession of unauthorized materials in midterm exam	Two year suspension from Faculty; "F-DISC" grade plus disciplinary note on transcript; letter of apology to Instructor	Associate Dean	Second instance of academic dishonesty	Local Disciplinary Committee	Appeal denied	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Possession of unauthorized materials in midterm exam	"F-DISC" grade plus disciplinary note on transcript; letter of apology to Instructor	Associate Dean	None	Not sought	None	Not sought	None
	1	Student was caught cheating on midterm; evidence of previous dishonesty so file moved up to Associate Dean	Letter of apology to Instructor; "F" in course; note on transcript; two year suspension	Associate Dean	Instructor had picture of website used in exam; student had already been required to take Academic Integrity Tutorial; second instance of academic dishonesty	Not sought	None	Not sought	None
	1	Student found in possession of unauthorized material (note sheet) during final exam	Grade of "F-DISC"; suspended from taking courses offered by the Faculty for eight months; statement on academic transcript: "Student charged with academic dishonesty (contravention of exam regulations); suspended from taking courses offered by the Faculty for eight months."; must complete Academic Integrity Tutorials	Associate Dean	Invigilator found a full page of formulae that could have been used to improve the student's mark	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student had identical answers to another student on midterm	Final grade of "F-DISC"; suspended from taking courses offered by the Faculty for eight months; statement on academic transcript: "Student charged with academic dishonesty (cheating on the midterm exam); suspended from taking courses offered by the Faculty for eight months."; must complete the Academic Integrity Tutorials	Associate Dean	Second disciplinary action in the same course; student did not have any logical explanation as to why both midterm exams were almost identical	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student did not follow rules of exam regulations and was warned by invigilators to stop looking at and talking to another student	Due to lack of scholastic evidence to support cheating student was reprimanded for behaviour during exam; notation on student transcript/record indicating formal letter of reprimand was issued; statement will remain for two years duration or until graduation pending no additional violations of Student Discipline Bylaw; must complete Academic Integrity Tutorial	Associate Dean	Allegation of academic dishonesty did not meet the criteria, built around the balance of probability, for them to be found guilty of cheating; behavior was unsettling and disruptive	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student attended a final exam for a course that student was not registered for (due to academic suspension) and walked out of the exam without submitting the exam script	Suspended from taking courses offered by Faculty for eight months; statement on transcript that states, "Student charged with academic dishonesty (contravention of the final exam regulations) and suspended from taking courses offered by the Faculty for eight months."; statement to remain for two years or until graduation; complete Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Student cheated on test by copying answer's from another student's test paper	Mark of "zero" will be assigned for test; "DISC" designation will appear on academic transcript, along with notation "Student charged with academic dishonesty"	Department Head	Student admitted guilty actions	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student copied solutions from another student during term test	Mark of "zero" assigned to term test; "DISC" designation will appear on academic transcript, along with the notation of "Student charged with academic dishonesty (copying)."; may ask for removal after one year or until graduation	Department Head	Admitted guilt	Not sought	None	Not sought	None
	1	Student had identical answers to those of another student on two quizzes	Grades of "zero" will be assigned to the two quizzes; "DISC" designation will appear on academic transcript, along with the notation "Student charged with academic dishonesty (copying)." "DISC" designation to remain for a period of one year or until graduation, which ever comes first	Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating on final exam by bringing in unauthorized material with written notes and formulae	Grade of "F-DISC"; suspended from taking courses in the Faculty for one year; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Final exam; wrote formula on arm before final	Grade of "F-DISC"; suspended from taking courses in the Faculty for eight months; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	2	Final exam; copied from another student	Grade of "F-DISC"; suspended from taking courses in the Faculty for eight months; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	Second incident	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student brought small sheet of notes, definitions, and fundamental concepts into final exam	Grade of "F-DISC"; suspended from taking courses in the Faculty for eight months; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Student was found in possession of unauthorized material (crib notes) in glass case in final exam	Grade of "F-DISC"; suspended from taking courses in the Faculty for eight months; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	2	Student found cheating from another student on final exam	Grade of "F-DISC"; suspended from taking courses in the Faculty for one year; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	2	Student found cheating from another student on midterm	Required to complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student found looking at UMLearn during final exam	Grade of "F-DISC"; suspended from taking courses offered in the Faculty for a period of eight months; statement on transcript "Student charged with academic dishonesty by plagiarism in course and suspended from taking courses offered by the Faculty for eight months"; statement to remain for the period of two years or until graduation; complete the Academic Integrity Tutorials and Quiz	Associate Dean	None	Not sought	None	Not sought	None
	2	Student found cheating from another student quiz	Mark of "zero" on quiz; "DISC" designation will appear on academic transcript, along with notation " Student charged with academic dishonesty (inappropriate collaboration)"; notation will appear for one year	Department Head	None	Not sought	None	Not sought	None
	2	Student copied from or allowed to copy from midterm	Mark of "zero" on the midterm and must complete the Academic Integrity Tutorial and Quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	2	Allegation of academic dishonesty for midterm	Mark of "zero" on midterm; complete Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	3	Cheating on midterm	Mark of "zero" on midterm; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Cheating on quiz	Mark of "zero" on quiz; required to complete the Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student copied or allowed to copy from quiz	Mark of "zero" on the quiz; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student copied answers from another student on the final lab exam	Grade of "F-DISC"; suspended from taking courses offered in the Faculty for one year; statement on transcript "Student charged with academic dishonesty by self plagiarism and forgery of scientific data on lab report in course plus cheating on final lab exam. Suspended from taking courses offered by the Faculty for one year."; statement to remain for the period of two years or until graduation; complete the Academic Integrity Tutorials and Quiz	Associate Department Head	Two previous disciplinary actions	Not sought	None	Not sought	None
	1	Student continued to write exam after time was up	"DISC" designation will appear on academic transcript along with notation that student charged with academic dishonesty; will remain on transcript for six months; strongly encouraged to review Academic Integrity Tutorial	Department Head	Minimal time writing the paper after time was up	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Notes written on hand	Final grade of "F-DISC"; suspension from taking courses offered by the Faculty for eight months; comment placed on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Admission to the allegation; length of suspension reduced	Not sought	None	Not sought	None
	1	Cheating on an in class test	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for eight months; suspension from taking courses offered by the Faculty of Registration for eight months; comment placed on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Admission, remorse, apology; length of suspension reduced	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating on Mid-Term Exam - looking at the paper of another student	Final grade of "F-DISC" in the course; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student denied the allegation despite being observed by the invigilator, glancing at their neighbour's exam answers	Local Disciplinary Committee	Appeal denied; increased penalty to ensure comments remain permanently on record	University Discipline Committee	Appeal denied; increased penalty to include a suspension from taking courses in all Faculties at the UofM for a period of 20 months
	1	Cheating on a final exam - looking at cell phone during exam	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Invigilator observed student looking at cell phone for an extended period of time	Local Disciplinary Committee	Appeal denied	University Discipline Committee	Appeal denied
	2	Cheating on an Exam	Mark of "zero" on final exam; 'Discipline' notation added to final grade in course	Associate Dean	None	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Cheating on a Mid-Term Exam	Final grade of "F-DISC" in the course; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Sincere remorse; apology; penalty reduced as a result	Not sought	None	Not sought	None
	1	Student took photographs of answer key at the end of exam, even though students were instructed not to do so	"DISC" notation added to final grade; Academic Integrity Tutorials	Associate Dean	Student had no intention of sharing the questions and answers	Not sought	None	Not sought	None
	1	Cheating on on-line quizzes	Mark of "zero" in both quizzes; "DISC" notation added to final grade; comment on record outlining the nature of the infraction	Associate Dean	None	Not sought	None	Not sought	None
	1	Invigilator detected crib notes	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on Quizzes, Tests or Final Examinations	1	Cheating on an Exam; suspected cheating from answer key	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Local Disciplinary Committee	Appeal denied	University Discipline Committee	Appeal denied
	1	Student left room with exam script which breached the rules set out by the Instructor	Academic Integrity Tutorials	Associate Dean	Honest & forthright account of events related to the allegation	Not sought	None	Not sought	None
	1	Cheating on an Exam - suspected cheating from answer key	Final grade of "F-DISC" in the course; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations against student in this course	Not sought	None	Not sought	None
	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Several allegations, in several courses, over several terms brought against student	Not sought	None	Not sought	None
	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations against student in this course	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations against student in this course	Not sought	None	Not sought	None
	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations against student in this course	Local Disciplinary Committee	Appeal denied	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Reproduced verbatim material from Wikipedia on final exam; instructions on exam, in class, and in syllabus explicitly state that verbatim reproduction from other sources is not allowed	Final grade of "F-DISC"; suspension from the Faculty for four months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Cheating on a final exam	Final grade of "F-DISC"; suspension from taking courses offered by the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Admission, apology, remorse; length of suspension reduced in light of student statement	Not sought	None	Not sought	None
	1	Cheating on a final exam	Final grade of "F-DISC"; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Admission, apology, remorse; length of suspension reduced in light of student statement	Not sought	None	Not sought	None

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Cheating on Quizzes, Tests or Final Examinations	1	Student observed sending and receiving text messages during exam	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Found to be in possession of unauthorized materials during an exam (crib notes)	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for eight months; suspension from taking courses offered by the Faculty of Registration for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student provided honest and forthright statement; length of suspension reduced in light of student's statement	Local Disciplinary Committee	Appeal denied	Not sought	None
Duplicate Submission	1	Lab report contained information that was copied from a lab report from the previous academic year	Mark of "zero" on lab experiment; cannot use lab mark for lab exemption	Associate Department Head	Admission of guilt	Not sought	None	Not sought	None

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Duplicate Submission	3	Copied from a lab report from previous academic year	Mark of "zero" on lab experiment; lab mark cannot be used for a lab exemption even if student has earned 60% or better after applying the above penalty	Associate Department Head	None	Not sought	None	Not sought	None
	2	Copied from a lab report from previous academic year	Mark of "zero" on lab experiment; lab mark cannot be used for a lab exemption even if student has earned 60% or better after applying the above penalty	Associate Department Head	None	Not sought	None	Not sought	None
	1	Copied from lab report from previous academic year	Mark of "zero" for lab experiment; lab mark cannot be used for lab exemption even if earned 60% or better	Associate Department Head	None	Not sought	None	Not sought	None

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Duplicate Submission	1	Student self plagiarised and falsified data on a lab report	Grade of "F-DISC"; suspended from taking courses offered in the Faculty for one year; statement on transcript "Student charged with academic dishonesty by self plagiarism and forgery of scientific data on lab report in course plus cheating on final lab exam. Suspended from taking courses offered by the Faculty for one year."; statement to remain for the period of two years or until graduation; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Student found copying from Lab Report from previous academic year	Mark of "zero" on lab experiment; lab mark cannot be used for lab exemption even if 60% or better earned	Associate Department Head	Second offence	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration in course	Grade of "F-DISC" in course; notation on transcript; mandatory Academic Integrity Tutorial; student may apply for comments to be removed after a period of two years or confirmed graduation	Designate of the Dean	Second upheld allegation	Not sought	None	Not sought	None
	1	Inappropriate collaboration	Notation on transcript; mandatory Academic Integrity Tutorial; comment may be applied for removal after a period of one year or confirmed graduation	Designate of the Dean	None	Not sought	None	Not sought	None
	1	Identical tables submitted as part of final in-class exam in course	Grade of "C+" in course; two year transcript reprimand	Associate Dean	Denied collaboration but could not produce plausible explanation for identical tables	Not sought	None	Not sought	None
	1	Identical tables submitted as part of final in-class exam in course	Grade of "C+ "in course; five year transcript reprimand	Associate Dean	Denied collaboration but could not produce plausible explanation for identical tables; second case of academic misconduct	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Significant text and data identical in individual assignment in course	Mark of "zero" on assignment; resulted in grade of "C" in course (permitted to repeat course); 12 month transcript reprimand	Associate Dean	None	Not sought	None	Not sought	None
	1	Significant text and data identical in individual assignment in course	Mark of "zero" on assignment; resulted in grade of "C" in course (permitted to repeat); 18 month transcript reprimand	Associate Dean	Held greater responsibility for the inappropriate collaboration	Not sought	None	Not sought	None
	2	Submitted the same assignment as another student	Mark of "zero" on assignment; Academic Integrity Tutorials	Associate Dean	Students were absent from class on day assignment guidelines were provided	Not sought	None	Not sought	None
	2	Students copied answers from one another during the final exam of course	Grade of "F-DISC" in course; statement on transcript: "Student charged with academic dishonesty (Inappropriate Collaboration)" to remain on record for two years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean (Academic)	Students had identical wrong answers on the exam that matched students seated next to each other	Local Disciplinary Committee	All penalties upheld; additional penalty assigned: suspension from the Faculty for three months	Not sought	None

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Inappropriate Collaboration	1	Student copied answers from one another during the final exam of course	Grade of "F-DISC" in course; statement on transcript: "Student charged with academic dishonesty (Inappropriate Collaboration) " to remain on record for two years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean (Academic)	Student had identical wrong answer on the exam that matched two others seated next to each other	Not sought	None	Not sought	None
	1	Student dictated work to a student who then translated his/her work from home language to English	Academic Learning Centre meeting/workshop; Academic Integrity Tutorial; work one-on-one with Academic Learning Centre's EAL Specialist Instructor; submit new assignment; "DISC" comment on transcript	Associate Dean (Academic)	Student admitted what he/she did; didn't know it was wrong; still following high school teachers suggestions encouraging others help; student assumed responsibility in wrong doing	Not sought	None	Not sought	None
	9	Students worked together (similar to exact wording and calculations) on one lab assignment	"Zero" on assignment; note on transcript; required to take Academic Integrity Tutorial	Director	First Offense	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Academic dishonesty on question in assignment; appears to be a copy of solution for same question in earlier term	Grade of "F-DISC"; suspended from the Faculty for a period of eight months; notation to appear on record stating: "Found charged with Academic dishonesty (inappropriate collaboration) in course, and will be suspended from the Faculty for eight months."; complete (again) the Academic Integrity Training and Student Conduct Tutorial	Associate Dean	Previous disciplinary action	Not sought	None	Not sought	None
	1	Assignment; similar solutions by another student	Grade of "F-DISC"; suspended from the Faculty for a period of eight months; notation to appear on record stating: "Found charged with Academic dishonesty (inappropriate collaboration) in course, and will be suspended from the Faculty for eight months."; notation to remain for eight months or until graduation which ever comes first; repeat the Academic Integrity Training and Student Conduct Tutorial	Associate Dean	Previous disciplinary action	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student copied or allowed to copy from another student	Mark of "zero" on assignment; this is the second incident; received a suspension from taking courses offered by Faculty for one year due to the first incident; required to take Academic Integrity and Student Conduct Tutorials	Associate Dean	Second incident	Not sought	None	Not sought	None
	1	Student copied or allowed to copy from another student	Mark of "zero" on assignments; must complete Academic Integrity Tutorials	Associate Head	None	Not sought	None	Not sought	None
	2	Allegation that student copied answers from or allowed student to copy from them for take home midterm exam	Mark of "zero" on midterm exam; unable to use lab grade for lab exception; statement on transcript "charged with academic dishonesty (inappropriate collaboration on take home midterm exam.)"; statement to remain for one year or until graduation; must complete Academic Integrity Tutorials	Associate Dean	Both students came forward with the admission of guilt; submission of report from instructor for both students	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Student explained that another student whom they thought they were helping copied the answers from assignment rather than using them for reference	Mark of "zero" on assignment	Associate Department Head	Student was working when friend called asking for help on assignment, tried to explain but with being busy at work and friend did not understand; sent assignment to use as a guideline; friend copied it fully	Not sought	None	Not sought	None
	1	Student copied or allowed to copy from assignment	Mark of "zero" on the assignment; complete the Academic Integrity Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student help a friend in assignment by creating a pseudocode	Grade of "F-DISC"; notation will appear on academic record, "Found guilty of Academic dishonesty (inappropriate collaboration) in course."; notation to remain until graduation; suggestion to review the Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student inserted own graphs into another student's assignment	Mark of "zero" on the assignment; complete Academic Integrity Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration on assignment	Grade of "F-DISC"; suspended from taking courses in the Faculty for one year; starts May 1, 2017 and concludes April 30, 2018; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	Previous disciplinary action	Not sought	None	Not sought	None
	2	Student collaborated with another student on assignment	Mark of "zero" on assignment; "DISC" designation will appear on academic transcript, along with notation "Student charged with academic dishonesty (inappropriate collaboration)"	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	2	Student collaborated with another student on assignment	A "DISC" designation will appear on academic transcript, along with notation " Student charged with academic dishonesty (inappropriate collaboration)"; notation will appear for one year, because student VW will not receive "zero" on assignment	Department Head	None	Not sought	None	Not sought	None
	18	Student found cheating from another student on assignment	Mark of "zero" on affected assignments; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	12	Student copied from or allowed to copy from assignment	Mark of "zero" on the assignment and must also complete the Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	9	Material submitted found to be same as another student(s) on assignment	Mark of "zero" on assignment; required to complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate Collaboration	Mark of "zero" on assignment; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	2	Inappropriate Collaboration	Mark of "zero" on assignment; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	3	Student copied or allowed to copy from another student in assignment	Mark of "zero" on the assignment; must complete the Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	6	Allegation of academic dishonesty in assignment	Mark of "zero" on assignment; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	6	Student copied or allowed to copy from assignment	Mark of "zero" on assignment; must complete the Academic Integrity Tutorial and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	56	Material submitted found to be same as another student(s) on assignment	Mark of "zero" on assignment; complete the Academic Integrity Quiz and Tutorials	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	22	Students copied or allowed to copy from assignment	Mark of "zero" on assignment; complete the Academic Integrity Tutorial and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Students copied or allowed to copy from assignment	Mark of "zero" on assignment; complete the Academic Integrity Tutorial and Quiz	Associate Department Head	None	Local Disciplinary Committee	Appeal denied	Not sought	None
	10	Material submitted found to be same as another student(s) on assignment	Mark of "zero" on assignment; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Material submitted found to be same as another student(s) on two assignments	Mark of "zero" on two assignments; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	3	Completed assignment together with two other students	Mark of "zero" on assignment; Can re-do and re-submit assignment; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	6	Student had portions of same solutions as other students for assignment	Mark of "zero" on assignment; "DISC" designation will appear on academic transcript along with notation that student charged with academic dishonesty; will remain on transcript for six months; strongly encouraged to review Academic Integrity Tutorial	Department Head	None	Not sought	None	Not sought	None
	10	Student collaborated with another student on assignment	Mark of "zero" on assignment; "DISC" designation will appear on academic transcript, along with notation " Student charged with academic dishonesty (inappropriate collaboration)"	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; disciplinary notation attached to final grade; write statement (500 words); Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; disciplinary notation attached to final grade; write statement (500 words); Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" in assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; disciplinary notation attached to final grade; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration detected in an assignment	Mark of "F" on assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an essay	Mark of "F" on assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in two essays in two different courses	Mark of "F" on both essays; final grade of "F-DISC"; comment on student's record outlining the nature of the infraction; Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in two essays in two different courses	Mark of "F" on both essays; final grade of "F-DISC"; comment on student's record outlining the nature of the infraction; Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration detected in two essays	Mark of "F" on both essays; final grade of "F-DISC"; comment on student's record outlining the nature of the infraction; Academic Integrity Tutorials	Associate Dean	Associate Dean could not establish Personation had occurred, but it became clear at the investigative meeting that inappropriate collaboration had occurred	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an essay	Mark of "F" on paper; final grade of "F-DISC"; Cite Rite Program; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an essay	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Inappropriate collaboration detected in an assignment	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Inappropriate Collaboration	1	Inappropriate collaboration detected in essays	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student investigated for the same allegation in two different courses	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student investigated for the same allegation in two different courses	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; suspension from taking courses offered by two Departments for two years; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student admitted to allegation and showed remorse	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student admitted to allegation and showed remorse	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in the course; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Student admitted to allegation and showed remorse	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from taking courses offered by the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Executive Director	None	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in the course; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations brought against student in this course	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from taking courses offered by the Faculty of Registration for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with the Faculty of Registration	Common penalty assigned	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; suspension from taking courses offered by two Departments for two years; comment on Record outlining nature of infraction and length of suspension(s); discipline notation and comments to remain permanently on record; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #1; suspension from the Faculty for one year; final grade of "F-DISC" in course #2; suspension from the Faculty for one year to commence upon completion of the suspension related to course #1; suspension from taking courses offered by two Departments for three years; comment on Record outlining nature of infractions and length of suspension; Academic Integrity Tutorials	Associate Dean	Personation detected in two separate courses as part of this investigation	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #2; suspension from the Faculty for one year to commence upon completion of the suspension related to course #1; suspension from taking courses offered by two Departments for three years; comment on Record outlining nature of infractions and length of suspension; Academic Integrity Tutorials	Associate Dean	Personation detected in two separate courses as part of this investigation	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #1; suspension from the Faculty for two years; suspension from taking courses offered by two Departments for three years; permanent comment outlining the infractions and suspensions; Academic Integrity Tutorials	Associate Dean	Personation detected in four different courses/sections	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #2; suspension from the Faculty for two years; suspension from taking courses offered by two Departments for three years; permanent comment outlining the infractions and suspensions; Academic Integrity Tutorials	Associate Dean	Personation detected in four different courses/section	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #3; suspension from the Faculty for two years; suspension from taking courses offered by two Departments for three years; permanent comment outlining the infractions and suspensions; Academic Integrity Tutorials	Associate Dean	Personation detected in four different courses/section	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in course #4; suspension from the Faculty for two years; suspension from taking courses offered by two Departments for three years; permanent comment outlining the infractions and suspensions; Academic Integrity Tutorials	Associate Dean	Personation detected in four different courses/sections	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment on student's record outlining the infraction and length of suspensions; Academic Integrity Tutorials	Associate Dean in consultation with Executive Director	Previously upheld allegation of academic misconduct	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations brought against this student in this course (Cheating on exam / Personation)	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC" in the course; suspension from the Faculty for two years; permanent comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Local Disciplinary Committee	Appeal withdrawn	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Multiple allegations brought against this student in this course	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from taking courses offered by the Faculty of Registration for one year; comment placed on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Common penalty assigned	Local Disciplinary Committee	Appeal granted; allegation changed - Personation to Inappropriate Collaboration; penalties remained the same except for reduction in length of suspension to six months	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct; multiple allegations brought against this student in this course; common penalty assigned	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from taking courses offered by the Faculty of Registration for one year; comment placed on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; permanent comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct; multiple allegations brought against this student in this course	Local Disciplinary Committee	Appeal denied; penalties remained the same except length of suspension increased to 24 months	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on the essay; final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Local Disciplinary Committee	Appeal withdrawn	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Local Disciplinary Committee	Appeal denied	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from the Faculty for eight months; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Forthright and honest account of how the essays were created	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from taking courses offered by the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on both papers; final grade of "F-DISC"; suspension from the Faculty for one year; comment on record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "F" on essays; final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in Consultation with Executive Director	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "F" on essays; final grade of "F-DISC"; suspension from the Faculty for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "F" on one essay; final grade of "F-DISC"; suspension from the Faculty for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "F" on two essays; final grade of "F-DISC"; suspension from the Faculty for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	None	Not sought	None	Not sought	None

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Other - Describe incident in Details column	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "zero" on paper; final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from the Faculty of Registration for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Common penalty assigned	Local Disciplinary Committee	Appeal denied	Not sought	None
	1	Submission of academic work which is not one's own (essays); suspicion of hiring someone to produce the academic work (contract cheating)	Mark of "F" on essays; final grade of "F-DISC"; suspension from the Faculty for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean	Common penalty assigned	Not sought	None	Not sought	None
	1	Application fee paid with fraudulent credit card	Application nullified; suspended from applying to the Faculty for a period of two years; future applications require approval of Dean	Dean	Replied stating an acquaintance paid the fee on applicant's behalf - applicant did not take responsibility for the payment	Local Disciplinary Committee	Appeal denied; however suspension penalty adjusted to one year	Not sought	None

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Other - Describe incident in Details column	18	Application fee paid with fraudulent credit card	Application nullified; suspended from applying to the Faculty for a period of 1 year; future applications require approval of Dean	Dean	Most did not acknowledge allegation; four replied that an acquaintance paid the fee on their behalf - they did not take responsibility for the payment (no formal appeals submitted)	Not sought	None	Not sought	None
	13	Used stolen/fraudulent credit card to pay application fee	Application withdrawn	Director	Card reported stolen	Not sought	None	Not sought	None
Personation	1	Falsifying identification information on exam	Formal letter of reprimand, which remains in file for two years; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	1	Student sent someone to TA office hours pretending to be him/her; intentionally misled the TA with respect to student's identity	Final grade of "F-DISC" in the course; suspension from taking courses offered by the Faculty for eight months; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Intentional attempt to mislead; unethical behaviour	Local Disciplinary Committee	Appeal withdrawn	Not sought	None

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Plagiarism	30	Plagiarism in written statement of intent or writing sample submitted in admission application	Application nullified; suspended from submitting another application for admission in the 2017 year	Dean	10 replied asking for clarification about the specifics of the plagiarism	Not sought	None	Not sought	None
	2	Plagiarism in written statement of intent or writing sample submitted in admission application	Application nullified; suspended from submitting another application for admission in the 2017 year	Dean	Felt decision unfair	University Disciplinary Committee	Appeal denied	Not sought	None
	1	Plagiarism in course	Grade of "F-DISC" in course; notation on transcript of academic dishonesty; barred from Teaching Faculty for one year	Designate of the Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student admitted to allegation and was remorseful	Not sought	None	Not sought	None
	1	Plagiarism in course	Grade of "F-DISC" in course; notation on transcript of academic dishonesty; barred from Teaching Faculty from the Winter, Summer and Fall 2017 terms	Designate of the Dean of Teaching Faculty and Associate Dean of Faculty of Registration	Student admitted to the allegation	Local Disciplinary Committee	Previous decision and penalties upheld	Not sought	None

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Plagiarism	1	Plagiarism in course	Grade of "F-DISC" in course; barred from teaching Faculty for one year; notation of academic dishonesty on transcript; mandatory Academic Integrity Tutorial; all comments may be applied for removal after a period of one year from the date of the letter or confirmed graduation	Designate of the Dean of Teaching Faculty and Associate Dean of Faculty of Registration	In addition to expressing little regret at plagiarism, the student seemed to blame a number of factors including: being short of time and the instructor refusing to give a time extension	Not sought	None	Not sought	None
	1	Plagiarism in course	Mark of "zero" on assignment; the final letter grade will be reduced by a full letter grade and the grade comment "DISC" will be added; mandatory Academic Integrity Tutorial; all comments may be applied to be removed after a period of six months from the date of the letter or confirmed graduation	Designate of the Dean	Statement was not credible	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in thesis proposal	One-on-one, in-person tutoring on the matter of proper citation and referencing through the Academic Learning Centre	Associate Dean	Breach of Responsible Conduct of Research Policy investigated by VP Research office; very small amount of plagiarism; discipline imposed by Associate Dean	Not sought	None	Not sought	None
	1	Plagiarism in final project/take home exam	Receive no more than 50% on project/take home exam; resulted in grade of "F" in course (no remediation of grade permitted, therefore Required to Withdraw); one-on-one tutoring through Academic Learning Centre; transcript reprimand (can come off once penalties satisfied)	Associate Dean	Associate Dean able to prove 30% of assignment plagiarised; second instance of academic misconduct in program	Dean	Denied	Not sought	None
	1	Plagiarism in assignment	Mark of "zero" on assignment; resulted in grade of "C" in course (permitted to repeat course); one-on-one tutoring through Academic Learning Centre; six month transcript reprimand	Associate Dean	Dislocated shoulder in accident (taken to be mitigating circumstance)	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in assignment	Mark of "zero" on assignment (final grade determined by instructor at end of term when course concludes); one-on-one tutoring through Academic Learning Centre; six month transcript reprimand	Associate Dean	Claimed mitigating medical issues, however no medical documentation submitted (given two months to provide this)	Not sought	None	Not sought	None
	1	Plagiarism in assignment	One-on-one tutoring through Academic Learning Centre	Associate Dean	Very small amount of plagiarism; extremely remorseful	Not sought	None	Not sought	None
	1	Plagiarism in two assignments (two separate courses)	Mark of "zero" on assignments; grade of "F" in one course; final grade determined at end of term by instructor in other course - permitted to repeat course with "F"; one-on-one tutoring through Academic Learning Centre; transcript reprimand can be removed once penalties satisfied	Associate Dean	Relied on instructors/advisor to teach proper academic writing	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in five small assignments and one larger assignment	Mark of "zero" on all assignments; resulted in grade of "F" in course (permitted to replace course with another); one-on-one tutoring through Academic Learning Centre; six month transcript reprimand	Associate Dean	Misunderstood how to complete assignments; no attributions of sources whatsoever	Not sought	None	Not sought	None
	1	Plagiarism in major course project (precursor to thesis proposal) copied 100% verbatim from another student, except that the student reduced number of pages	Grade of "F DISC" in course; 5-year "DISC" comment; complete Academic Integrity course; research paper on how plagiarism is harmful; tutoring through Academic Learning Centre; 12-month transcript reprimand (can be removed after completion of all penalties)	Associate Dean	Lied in discipline meeting with Associate Dean; was not honest about origin of the copied source	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in jointly submitted assignment; copied from one student's own thesis proposal and previous work in another class	Grade of "F DISC" in course; five year "DISC" comment; complete Academic Integrity course; research paper on how plagiarism is harmful; tutoring through Academic Learning Centre; 12-month transcript reprimand (can be removed after completion of all penalties); mark of "zero" on assignment; grade of "F" in course (Required to Withdraw); 18-month transcript notation	Associate Dean	Second instance of academic dishonesty; still had not completed Academic Integrity course	Not sought	None	Not sought	None
	1	Plagiarism in jointly submitted assignment; copied from one student's own thesis proposal and previous work in another class	Mark of "zero" on assignment; grade of "F" in course (permitted to repeat course); tutoring through Academic Learning Centre; transcript reprimand can be removed once penalties fulfilled	Associate Dean	Misinterpreted from advisor that copying from own thesis proposal was permissible	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in two assignments	Mark of "zero" on both assignments; Instructor to incorporate zeros at end of term in determining final grade in course; tutoring through Academic Learning Centre; six month transcript reprimand	Associate Dean	Copied and pasted from sources but lost track of proper referencing requirements; stressed/distracted by personal family circumstances	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Grade of "F DISC" in course; 12-month "DISC" comment; 12-month disciplinary transcript notation; tutoring through Academic Learning Centre	Associate Dean	Significant amount of plagiarism; stated to Associate Dean that he/she had included all sources in reference list, but when prompted about several Wikipedia pages, admitted he/she did not reference these	Not sought	None	Not sought	None
	1	Plagiarism in two assignments	Complete Academic Integrity Course; mark of "zero" on both assignments; final grade determined by instructor at end of course; tutoring through Academic Learning Centre; transcript notation may be removed once penalties completed	Associate Dean	Very remorseful; family health circumstances requiring travel to home country and personal health circumstances; had not yet completed Academic Integrity Course	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in final paper in course	Second case; in addition to previous penalties, "F DISC" in course; permitted to repeat course; three year "DISC" and transcript notation	Associate Dean	Family circumstances required travel back to home country again; death of a parent impacted ability to make good decisions	Not sought	None	Not sought	None
	1	Plagiarism in three assignments	Grade of "F DISC" in course; no remediation permitted (Required to Withdraw); one year suspension; tutoring through Academic Learning Centre; three year transcript notation	Associate Dean	One assignment requiring self-reflection was taken 100% verbatim from online source with source being someone else's "self-reflection"; personal family circumstances and sleeplessness; "just wanted to get assignments done"	Dean	Appeal denied	Local Disciplinary Committee	Denied with additional penalty; participate in an education offering (workshop, course or counselling) that promotes well-being and the development of positive coping skills prior to May 2018 re-registration in the Faculty

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Plagiarism	1	Plagiarism in assignment	Mark of "zero" on assignment (final grade determined by instructor at end of term when course concludes); one-on-one tutoring through Academic Learning Centre; write research paper on how plagiarism is harmful; 12-month transcript reprimand	Associate Dean	Did not think that citation and referencing was required; had not yet completed Academic Integrity Course	Not sought	None	Not sought	None
	1	Plagiarism in assignment	Mark of "zero" on assignment (final grade determined by instructor at end of term when course concludes); one-on-one tutoring through Academic Learning Centre; three month transcript notation	Associate Dean	Was not aware that material provided in class needed to be cited and referenced	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in research paper	Mark of "zero" on research paper; resulted in grade of "F" in course (permitted to replace the course with another); one-on-one tutoring through Academic Learning Centre; five year transcript reprimand	Associate Dean	Intent to mislead regarding omission of major source from which passages were cut and pasted or loosely paraphrased; cited secondary sources but not primary source	Not sought	None	Not sought	None
	1	Plagiarism in summaries of books from reading list	Failure in candidacy exam; tutoring through Academic Learning Centre; 12-month transcript reprimand	Associate Dean	Very substantive portions taken without attribution; felt challenged by topics with which not familiar; pressure to adhere to deadline	Not sought	None	Not sought	None
	1	Plagiarism in two papers within one assignment	Re-write two papers; receive a final grade of no higher than "B" in course; tutoring through Academic Learning Centre; transcript reprimand may be removed after penalties completed	Associate Dean	Expected feedback from course instructor about proper referencing before final versions of papers submitted	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in presentation and final paper in course	Mark of "zero" on papers resulted in grade of "F" in course; permitted to repeat course or replace it with another; tutoring through Academic Learning Centre; 12-month transcript reprimand	Associate Dean	Significant amounts of plagiarism in both assignments; other deadlines at same time; personal family circumstances impacted judgement and time management	Not sought	None	Not sought	None
	1	Plagiarism in major report in course	Mark of "zero" on report; resulted in grade of "C+" in course; 12-month transcript notation	Associate Dean	Submitted second last draft of report by accident; low level of plagiarism; pushing to finish program in 16 months (this was final course in program); worried about grandmother's illness during this time	Not sought	None	Not sought	None
	3	Plagiarism in project	Mark of "zero" in project, (2.5% of course grade) plus additional 2.5 deducted from final grade; notation on transcript; Academic Integrity Quiz and Tutorials	Department Head	Acknowledgement of plagiarism by student	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in project	Mark of "zero" in project, (2.5% of course grade) plus additional 2.5 deducted from final grade; notation on transcript; Academic Integrity Quiz and Tutorials	Department Head	Acknowledgement of plagiarism by student	Local Disciplinary Committee	Notation removed from transcript	Not sought	None
	1	Use of unattributed material in more than one assignment	Mark of "F" on two assignments and completion of Academic Integrity and Student Conduct Tutorials	Associate Dean	Unfamiliar with appropriate attribution in the assignment	Not sought	None	Not sought	None
	1	Verbatim quotes without appropriate attribution	Mark of "F" on assignment and completion of Cite Right online tutorial	Associate Dean	Unfamiliar with appropriate attribution in the assignment	Not sought	None	Not sought	None
	1	Verbatim quotes without appropriate attribution	Mark of "F" on assignment and completion of Cite Right online tutorial	Associate Dean	Unfamiliar with appropriate attribution in the assignment	Not sought	None	Not sought	None
	1	Inappropriate citations in term paper	Mark of "F" on paper; grade of "F-DISC" in course; Academic Integrity Tutorials	Associate Dean	Student did see error, but had not taken any corrective measures	Not sought	None	Not sought	None

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Plagiarism	1	Inappropriate citations in term paper	Mark of "zero" on assignment; Academic Integrity Tutorials	Associate Dean	Student did see error, but had not taken any corrective measures	Not sought	None	Not sought	None
	1	Plagiarism in multiple assignments in same course	Grade of "F-DISC" in course; statement on transcript: "Student charged with academic dishonesty (Plagiarism) for two years to remain on record for two years or until graduation; required to complete the Academic Integrity Tutorial	Associate Dean (Academic)	Due to multiple instances of plagiarism in same course, matter was referred to Associate Dean (Academic) by Department Head	Not sought	None	Not sought	None
	3	Copy and paste from internet	"F-DISC" on assignment	Associate Director	First offense; Professor provided proof of copy and paste from Wikipedia	Not sought	None	Not sought	None
	1	Copy and paste from internet	"F-DISC" on assignment	Associate Director	First offense; copy from textbook; no citations	Not sought	None	Not sought	None
	1	Copy and paste from textbook and internet	"F-DISC" on assignment	Associate Director	First offense; copied from textbook and internet; no citations	Not sought	None	Not sought	None
	1	Copy and paste from internet	"F-DISC" in course	Associate Director	Second offense - "F" in course; copied from internet sources	Not sought	None	Not sought	None

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Plagiarism	1	Copy and paste from internet	"F-DISC" on assignment	Associate Director	First offense - "F" in course; copied from internet sources	Not sought	None	Not sought	None
	1	Concerns of plagiarism; improper or no citing	Academic Learning Centre meeting/workshop; Academic Integrity Tutorial; complete 'Cite Right' Program; submit new assignment; "DISC" comment on transcript	Associate Dean (Academic)	Student misunderstood and was following high school practices; realized should have asked for clarification: trying to better understand U of M policies	Not sought	None	Not sought	None
	1	Concerns of plagiarism; direct copying without citations; patchwork plagiarism	Academic Learning Centre workshop; Academic Integrity Tutorial; one-on-one tutoring with Academic Learning Centre advisor; submit new assignment; "DISC" comment on transcript	Associate Dean (Academic)	Unintentional; understood severity of actions; sincerely apologetic	Not sought	None	Not sought	None

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Plagiarism	1	Concerns of plagiarism	Academic Learning Centre workshop; AI Tutorial; one-on-one tutoring with Academic Learning Centre's EAL Specialist Instructor; submit new assignment; "DISC" comment on transcript	Associate Dean (Academic)	First attempt at this writing style; misunderstood; unintentional	Not sought	None	Not sought	None
	1	Plagiarism	Academic Learning Centre meeting/workshop; Academic Integrity Tutorial; complete 'Cite Right' Program; submit new assignment; "DISC" comment on transcript	Associate Dean (Academic)	Student sorry for mistake; grateful for opportunity to explain and rectify situation	Not sought	None	Not sought	None
	1	Portions of paper were not properly cited	Paper was resubmitted with the correct citations; grade recorded as "F"; disciplinary action placed on academic record until graduation; attend Academic Learning Centre's "APA & MLA Essentials" program; work with EAL specialist at Academic Learning Centre	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Plagiarism in term paper assignment	Mark of "zero" given for term paper with no opportunity to re-write; letter placed in student file; 500 word essay on plagiarism and why it must be avoided.	Department Head	First offence; admitted infraction; remorse; tutorial on plagiarism completed; in fourth year; information on academic integrity previously received during university career; specific instruction on plagiarism was provided in course	Not sought	None	Not sought	None
	1	All footnotes including the background colour and font style were cut and pasted from a website and no credit or bibliographic citation was provided	Mark of "zero" on assignment; note on transcript; required to take Academic Integrity Tutorial	Director	First offense	Not sought	None	Not sought	None
	1	Plagiarised the work of two other students	Grade of "F-DISC" for the course; note on transcript; required to take Academic Integrity Tutorial; one year suspension from program	Director	Deliberate attempts to deceive Director during two investigation meetings and deliberate attempt to encourage another involved student to deceive Director during the investigation process	Associate Dean	Appeal denied	Not sought	None

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Plagiarism	1	Plagiarism detected on writing assignment	"Zero" on assignment; opportunity to redo the assignment (with the intent of instructing the student in the correct way to cite information in a written report)	Department Head	Course in which the fundamentals of professional communication are taught; appropriate to use this incident as a means of correcting improper citation with the hope that similar mistakes will not be made in subsequent courses in the program	Not sought	None	Not sought	None
	1	Student copied and pasted other student's discussion posts and used them as own	Student received zero marks for the discussion posts; statement placed on transcript for 12 months	Department Head	None	Not sought	None	Not sought	None
	1	Allegation of Plagiarism on assignment	Grade of "zero" on assignment; required to complete Academic Integrity Tutorials	Associate Department Head	Substantial portions of assignment were taken verbatim from several internet sources	Not sought	None	Not sought	None

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Plagiarism	1	Allegation of Plagiarism in assignment	Mark of "zero" on question 1 of assignment	Associate Department Head	Answer to second part of question was verbatim from the textbook; student admitted how much regret and guilt they felt and still feel; student will take more time to read instructions and adhere to academic integrity	Not sought	None	Not sought	None
	1	Student provided in-cite text citations though used words verbatim from the cited sources for course	Mark of "zero" on assignment	Associate Department Head	Student was honest about situation and expressed remorse; completed the online Academic Integrity Tutorials prior to meeting and discussed with Student Advocate	Not sought	None	Not sought	None
	1	Plagiarised in multiple questions of assignment	Mark of "zero" on plagiarised questions of assignment; must complete the Academic Integrity Tutorials	Associate Department Head	Student was given two options to set up meeting or write a response letter; student chose response letter; student claimed to have submitted the wrong file and submitted the draft rather than the final copy	Not sought	None	Not sought	None

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Plagiarism	1	Student copied answers to questions assignment	Mark of "zero" on copied questions of assignment; required to complete the Academic Integrity Tutorials	Associate Department Head	Student admitted to using the internet	Not sought	None	Not sought	None
	1	Student submitted an assignment that was not their own work but rather online information	Mark of "zero" on assignment	Associate Department Head	Student showed the actual document that was meant to be submitted; student recognized that wrongful act and felt regret	Not sought	None	Not sought	None
	1	Student submitted a rough copy which had others work on it rather than the final copy	Grade of "zero" on two questions of assignment; required to complete the Academic Integrity Tutorials	Associate Department Head	Submitted rough draft by accident which contained copy & pasted work	Not sought	None	Not sought	None
	1	Student submitted work that was copied directly from a website for questions of assignment	Grade of "zero" on the specific questions from the assignment; required to complete the Academic Integrity Tutorial	Associate Department Head	Decision was made without student's input	Not sought	None	Not sought	None
	1	Student copied word for word text from the text book to answer questions on assignment	Grade of "zero" on question of assignment; must complete the Academic Integrity Tutorial	Associate Department Head	Student did not realize the he/she could not answer questions using textbook information word for word	Not sought	None	Not sought	None

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	1	Students answers were plagiarised from an online source for assignment	Receive a mark of "zero" on assignment	Associate Department Head	Student admitted guilt; unintentional; workload was over whelming causing them to be unorganized; has taken steps to familiarize with plagiarism; completed Academic Integrity Tutorials	Not sought	None	Not sought	None
Plagiarism	1	Student copied an answer to lab report	Grade of "F-DSIC "; suspended from taking courses offered by the Faculty for a period of eight months; statement on transcript "Found guilty of academic dishonesty (plagiarism) in course, and will be suspended from taking courses offered by the Faculty for eight months"; "DISC" notation remains for one year or until graduation; referred to take Academic Integrity Tutorial	Associate Dean	None	Not sought	None	Not sought	None

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Plagiarism	1	Student copied or allowed to copy from assignment	Mark of "zero" on the assignment; complete the Academic Integrity Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student submitted material plagiarised from online sources for a research paper	Mark of "zero" on the assignment; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Assignment; copied from an online source	Grade of "F-DISC"; suspended from taking courses in the Faculty for eight months; summer courses 2017 will be removed from record; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	Prior incident	Not sought	None	Not sought	None

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Plagiarism	1	Student plagiarised part of report	Due to consultation with Professors and Head of Department, decided to issue a letter of reprimand to remain in file for a period of two years; student must rewrite a report; write an apology letter to all parties involved; complete Academic Integrity Tutorials; assure final report is solely own work	Associate Dean	Student was honest and forthcoming in admitting mistake and describing difficulties, both in terms of timeline and limited access to the feedback from their direct supervisor	Not sought	None	Not sought	None
	1	Plagiarised assignment	Grade of "F-DISC"; suspended from taking courses in the Faculty for one year; complete the Academic Integrity and Student Conduct Tutorials	Associate Dean	None	Not sought	None	Not sought	None
	3	Student copied or allowed to copy from another student in assignment	Mark of "zero" on the assignment; must complete the Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Material submitted in assignment found to be plagiarised from online source	Mark of "zero" on assignment; complete the Academic Integrity and Student Conduct Tutorials	Associate Department Head	None	Not sought	None	Not sought	None
	4	Plagiarism	Mark of "zero" on assignment; complete Academic Integrity Tutorials and Quiz	Associate Department Head	None	Not sought	None	Not sought	None
	1	Student submitted another student's essay that was submitted in previous year; was only supposed to be a reference guide	Grade of "F-DISC"; complete the Academic Integrity Tutorials and Quiz	Associate Department Head	Submitted someone else's assignment as own	Not sought	None	Not sought	None
	1	Student copied from articles summary on reading report	Mark of "zero" on reading report; complete the Academic Integrity Tutorials and Quiz	Associate Department Head	Copied from article	Not sought	None	Not sought	None
	1	Paper student submitted included identical sentences and paragraphs from other written sources	Mark of "zero" on assignment; complete the Academic Integrity Tutorials and Quiz	Associate Department Head	Multiple sentences and paragraphs plagiarised; student did not understand how to reference or cite properly	Not sought	None	Not sought	None

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Plagiarism	1	Student copied answers from website	Mark of "zero" on copied questions; complete the Academic Integrity Tutorials and Quiz	Associate Department Head	Copied answers from website	Not sought	None	Not sought	None
	1	Submission of essay & uncited sources	Final grade of "F-DISC"; suspension from the Faculty for one year; comment on the student's record outlining the nature of the infraction and length of suspension; comment and notation to remain permanently on student's record	Associate Dean	Previously upheld allegation of academic misconduct; student did not attend hearing	Not sought	None	Not sought	None

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Plagiarism	1	Submission of essay & uncited sources	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from taking courses offered by the Faculty of Registration for one year; a comment on the student's record outlining the nature of the infraction and length of suspension; comment and notation to remain permanently on student's record	Associate Dean in consultation with the Faculty of Registration	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of essay & uncited sources	Final grade of "F-DISC"	Department Head in consultation with Faculty of Registration	None	Faculty Dean's Office	Appeal denied	Not sought	None
	1	Submission of essay & uncited sources	Mark of "F" on assignment; comment placed on the student record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	2	Submission of assignment	Mark of "F" on paper; final grade of "F-DISC"; Cite Rite program; Academic Integrity Tutorials	Department Head	No demonstration of remorse	Not sought	None	Not sought	None
	1	Plagiarism detected in an assignment	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Program Coordinator	None	Not sought	None	Not sought	None
	1	Plagiarism detected in an assignment	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Program Coordinator	None	Not sought	None	Not sought	None
	1	Plagiarism detected in an essay	Mark of "F" on paper	Department Head	None	Not sought	None	Not sought	None
	2	Plagiarism detected in an essay	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay	Mark of "F" on the paper; final grade of "F-DISC"; complete two modules of Academic Integrity Tutorials (Plagiarism & Inappropriate Collaboration)	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an essay - use of uncited sources	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of an essay	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of two essays	Mark of "F" on two essays; final grade of "F"	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay	Mark of "F" on essay; final grade of "F"	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Academic Integrity Tutorials	Associate Dean	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of an essay - use of uncited sources	Final grade of "F-DISC"; comment placed on student's record outlining nature of the infraction	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Submission of an essay - use of uncited sources	Mark of "F" on essay	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an assignment	Mark of "zero" on assignment; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an assignment	Mark of "zero" on assignment; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an assignment	Mark of "zero" on assignment; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay with evidence of plagiarism	Mark of "F" on essay; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	Sincerely remorseful	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"	Department Head in consultation with Faculty of Registration	Sincerely remorseful	Not sought	None	Not sought	None
	1	Submission of an assignment with evidence of plagiarism	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an assignment; false citation in essay	Mark of "F" on paper; final grade of "F-DISC" in course; comment on the student's record outlining the nature of the infraction and length of suspension; required to complete the Cite Rite program; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction	Department Head	Student attempted to solicit material from other students	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an assignment with plagiarism from website	Mark of "F" on assignment; final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	Discovered website from where material was lifted	Not sought	None	Not sought	None
	1	Submission of an essay; copied major sections from journal	Mark of "F" on essay	Department Head	Clear-cut case; student provided assistance with time management issues	Not sought	None	Not sought	None
	1	Submission of an assignment with evidence of plagiarism	Mark of "zero" on essay	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Failure to cite sources in submission of an research paper	Mark of "zero" on essay; student provided opportunity to revise and resubmit essay; student resubmitted essay and was given a final grade	Department Head	Student extremely apologetic; facing personal circumstance; receiving help from campus resources	Not sought	None	Not sought	None
	1	Submission of an essay with evidence of plagiarism	Mark of "F" in term paper	Department Head	Unconvincing explanation	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an assignment; evidence present that suggested it was not the student's own work	Mark of "F" on assignment; comment placed on student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head	Openness & forthright answers at hearing as well as some evidence of having completed the research	Not sought	None	Not sought	None
	1	Submission of an essay; improper citation	Mark of "F" on assignment; comment placed on student's record outlining the nature of the infraction	Department Head	Student unaware of proper citation methods; Department Head provided support and resources	Not sought	None	Not sought	None
	1	Submission of an essay with evidence of plagiarism	Mark of "F" on paper; final grade of "F"	Department Head in consultation with the Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited internet sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head in consultation with the Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an essay; use of uncited internet sources	Final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an essay; use of uncited internet sources	Final grade of "F-DISC"; comment placed on the student's record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an assignment; use of uncited sources	Final grade of "F-DISC" in the course; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an assignment; use of uncited sources	Final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None
	1	Submission of an assignment with evidence of plagiarism	Mark of "F" in assignment; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head in consultation with Faculty of Registration	None	Not sought	None	Not sought	None

PART 1: ACADEMIC MISCONDUCT

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Plagiarism	1	Submission of an essay with evidence of plagiarism	Final grade of "F-DISC"; suspension from taking courses offered by the Teaching Faculty for one year; suspension from Faculty of Registration for one year; comment on student's record outlining the nature of the infraction and length of suspension; Academic Integrity Tutorials	Associate Dean in consultation with Faculty of Registration	Previously upheld allegation of academic misconduct	Not sought	None	Not sought	None
	1	Submission of an essay with evidence of plagiarism	Mark of "F" on paper; final grade of "F-DISC"; comment on student's record outlining the nature of the infraction; Academic Integrity Tutorials; Cite Right Program	Department Head	Provided with opportunity to re-submit paper upon completion of Cite Rite; maximum grade of "C" may be awarded upon re-submission	Not sought	None	Not sought	None
	1	Submission of an assignment with evidence of plagiarism	Mark of "F" on paper; final grade of "F-DISC"; Academic Integrity Tutorials; Cite Right Program	Department Head	None	Not sought	None	Not sought	None
	2	Submission of an essay with evidence of plagiarism	Mark of "F" on paper; final grade of "F-DISC"	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Falsified citations (essay)	Final grade of "F-DISC"	Associate Dean in consultation with Faculty of Registration and Teaching Department	None	Not sought	None	Not sought	None
	1	Multiple infractions detected in two different courses; plagiarism being one of the infractions	Mark of "F" on essay; final grade of "F-DISC"; suspension from the Faculty for one-calendar year; permanent comment on the student's record outlining the nature of the infraction and length of suspension	Associate Dean	Previously upheld allegation of academic misconduct	Local Disciplinary Committee	Appeal denied; student did not attend hearing	Not sought	None
	1	Submission of two essays with evidence of plagiarism	Mark of "F" on both essays; final grade of "F-DISC"; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Submission of an essay omitted citations	Mark of "F" on assignment; Final grade of "F-DISC"; comment on record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None

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Plagiarism	1	Submission of an assignment; inadequate citation	Academic Integrity Tutorials; Cite Right Program	Department Head	None	Not sought	None	Not sought	None
	1	Test submission with evidence of plagiarism	Mark of "F" on test	Department Head	None	Not sought	None	Not sought	None
	1	Evidence of plagiarism in written assignment	Required to write a 'Make-up assignment' with 20% deduction; Academic Integrity Tutorials	Department Head	None	Not sought	None	Not sought	None
	1	Evidence of plagiarism in assignment	Mark of "F" in assignment; Academic Integrity Tutorials	Department Head	Remorse and admission to the allegation	Not sought	None	Not sought	None
	1	Submission of an essay	Mark of "F" on assignment; final grade of "F-DISC" in the course; comment on record outlining the nature of the infraction; Academic Integrity Tutorials	Department Head	Investigative hearing held in absence of student; common penalty imposed	Not sought	None	Not sought	None

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Plagiarism detected in the submission of two essays	Mark of "F" on both essays; final grade of "F-DISC" in the course; comment on student's record outlining the nature of the infraction; Cite Rite program; Academic Integrity Tutorials	Associate Dean	Initially alleged that Personation had occurred; after investigation it was not clear that Personation had occurred, but several instances of plagiarism were uncovered	Not sought	None	Not sought	None

PART 2: NON-ACADEMIC MISCONDUCT AND CONCERNING BEHAVIOUR

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Factors Impacting Disciplinary Action	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Abuse of Process of University Policies, Procedures or Regulations: Breach of Residence Hall Regulations	1	Fire code violation	Verbal warning	Student Residences	Open flame incense	Not sought	None	Not sought	None
	1	Fire code violation	Verbal warning and removal of hot plate	Student Residences	Hot plate	Not sought	None	Not sought	None
	1	Fire code violation	Written warning	Student Residences	Open flame candle	Not sought	None	Not sought	None
	8	Noise complaint	Verbal warning	Student Residences	Minor infraction residents compliant	Not sought	None	Not sought	None
	12	Guest policy violation	Verbal warning	Student Residences	First violation of not signing in guests	Not sought	None	Not sought	None
	1	Pet	Verbal warning	Student Residences	Pet was relocated off campus	Not sought	None	Not sought	None
	5	Suspected smoking in residence	Verbal warning	Student Residences	First infraction	Not sought	None	Not sought	None
	4	Smoking in residence	Written warning	Student Residences	First infraction	Not sought	None	Not sought	None
	2	Smoking in room	Written warning and \$50 fine	Student Residences	Roommates and guest were smoking in room	Not sought	None	Not sought	None
	2	Suspicion of Marijuana	Verbal warning	Student Residences	No evidence of use in room just smell	Not sought	None	Not sought	None
	1	Hookah pipe found in room	Written warning	Student Residences	No evidence of use in room	Not sought	None	Not sought	None
	2	Smoking Marijuana	Written warning	Student Residences	Smoking outside of residence and bring back strong smell	Not sought	None	Not sought	None
	5	Smoking Marijuana	Written warning, residence probation; \$50 fine	Student Residences	Smoking on residence property	Not sought	None	Not sought	None

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Abuse of Process of University Policies, Procedures or Regulations: Breach of Residence Hall Regulations	1	Glass alcohol bottles	Verbal warning	Student Residences	First infraction	Not sought	None	Not sought	None
	2	Open alcohol	Verbal warning	Student Residences	First infraction	Not sought	None	Not sought	None
	3	Open alcohol	Written warning	Student Residences	Resident was compliant	Not sought	None	Not sought	None
	6	Over intoxication	Verbal warning	Student Residences	First infraction co-operation of resident	Not sought	None	Not sought	None
	12	Over intoxication	Written warning	Student Residences	First infraction; additional assistance required	Not sought	None	Not sought	None
	2	Over intoxication	Written warning; \$50 fine	Student Residences	Cleaning charges	Not sought	None	Not sought	None
	2	Over intoxication	Written warning; alcohol probation	Student Residences	Under-age drinking	Not sought	None	Not sought	None
	1	Over intoxication	Written warning; 5 hours community service; residence probation; required meetings with addiction counsellor	Student Residences	Multiple alcohol issues	Not sought	None	Not sought	None
	1	Over intoxication	Written warning; \$50 fine; damage to residence property (\$275); residence probation; meetings with addictions counsellor	Student Residences	Extreme intoxication causing disruption and self injury	Not sought	None	Not sought	None

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Abuse of Process of University Policies, Procedures or Regulations: Breach of Residence Hall Regulations	1	Over intoxication	Written warning; \$50 fine; damage to residence property (\$580); residence probation; meetings with addictions counsellor	Student Residences	Multiple infractions	Appeal to Director	Denied	Not sought	None
	1	Over intoxication	Eviction	Student Residences	Multiple infractions causing danger to many fellow residents; danger to community	Not sought	None	Not sought	None
	2	Drinking games	Written warning; alcohol probation	Student Residences	Multiple alcohol issues	Not sought	None	Not sought	None
	1	Residence banned space	\$100 fine	Student Residences	Student and guest smoking in banned outdoor areas	Not sought	None	Not sought	None
	1	Multiple issues	Eviction	Student Residences	Meetings with case workers and staff over long period of time unsuccessful; student not able to adapt to community living causing frequent disruptions	Not sought	None	Not sought	None
	2	Harassment	Mediation with Residence Life Coordinator	Student Residences	Constant unwanted texting and room visits	Not sought	None	Not sought	None
	1	Possession of suspected weapon	Written warning and removal of BB gun	Student Residences	Posted picture of real looking BB gun in Student Residence on social media	Not sought	None	Not sought	None

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Inappropriate or Disruptive Behaviour: Alcohol or Substance Abuse	1	Failed breathalyzer	Not reinstated in program	Dean	Multiple instances of alcohol abuse	LDC	Denied	UDC	Denied
Inappropriate or Disruptive Behaviour: Disorderly Behaviour	2	Inappropriate public social media comments	Meet with Conflict Management Advisor	Vice-Provost (Students)		Not sought	None	Not sought	None
	2	Disrespectful chants	Verbal warning	Student Residences	Loud chanting with profanity	Not sought	None	Not sought	None
Inappropriate or Disruptive Behaviour: Unprofessional Conduct	1	Student regularly exhibited unprofessional behaviour towards fellow students and practicum supervisors.	Mandatory counselling session and attendance at professional development session on Health and Wellness; required to prove completion to register for next term	Department Head	Lack of awareness; no remorse or understanding of implications of actions	Not sought	None	Not sought	None
	2	Students made immature comments during a presentation	Meeting with each student required to apologize formally to professor; letter describing incident and actions placed in student file to be accessed if further discipline matters arise	Associate Dean	Students complied with the required actions and continue to behave appropriately in class	Not sought	None	Not sought	None
Property Related Misconduct: Theft	2	Possession of stolen shopping cart	Verbal Warning	Student Residence	First infraction	Not sought	None	Not sought	None

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Threats of Harm or Actual Harm: Harassment	1	Student sent a series of text messages causing the recipient distress	Meet with complainant various times to create a plan forward; student insisted on no action being taken; situation was monitored and no further action was necessary	Associate Dean	The complainant received an apology from the individual regarding the behaviour which was accepted	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Sexual Assault	1	Sexual contact without consent	Reprimand on academic transcript; can apply for removal after March 2018; no contact with other party; meet with Conflict Management Advisor; compliance with RWLE Policy, Sexual Assault Policy, RWLE and Sexual Assault procedure, Student Discipline Bylaw and related procedures, and Violent or Threatening Behaviour policy and procedure	Vice-President Administration	Breached RWLE policy by committing sexual assault	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Stalking Behaviour	1	Multiple incidents of making staff and others uncomfortable	Attend Student Counselling and Student Advocacy	Vice-Provost (Students)	Multiple reports of concerning behaviour	Not sought	None	Not sought	None
	1	Multiple reports of taking up inordinate amounts of staff members' time	Suspension; ban from campus; work with Student Support Case Manager	Vice-Provost (Students)	Multiple reports of concerning behaviour	Not sought	None	Not sought	None

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Threats of Harm or Actual Harm: Threatening Conduct	1	Physical assault and threats	Eviction	Student Residence	Found to be a danger to Residence community	Not sought	None	Not sought	None
Threats of Harm or Actual Harm: Violence	1	Verbally abusive, complained profanely, angrily, and loudly on the phone about a hold on student account which was perceived to be a failure on the part of the Faculty and Department to assist with the issue; threatened to walk over to "handle situation"	Letter of apology to Faculty receptionist; meet with an individual from the Office of Human Rights and Conflict Management to review the Respectful Work and Learning Environment Policy	Dean	Student admitted to being angry and screamed, yelled and used inappropriate language on the phone; claimed he/she did not make any threats	Not sought	None	Not sought	None
	1	Violent and threatening behaviour on campus	Banned from attending campus pending further review of matter	Vice-President Administration	Threatening behaviour towards students and staff; damaged University property; physically assaulted a staff member	Not sought	None	Not sought	None
	1	Violent and threatening behaviour on campus	Banned from attending campus on an indefinite basis	Vice-President Administration	Threatening behaviour towards students and staff; damaged University property; physically assaulted a staff member	Not sought	None	Not sought	None



AGENDA ITEM: Approval of Suspension of Admissions to the Baccalaureate Program for Registered Nurses (BPRN)

RECOMMENDED RESOLUTION:

For information.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The Board policy on *Admission Targets* (section 2.6) specifies that the President may suspend admissions to a program for defined time periods at intervals of no more than 24 months following consultation and discussion with the applicable Unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

At its meeting on March 7, 2018, Senate was informed that the President had approved a request from the College of Nursing, Rady Faculty of Health Sciences, to temporarily suspend admissions to the Baccalaureate Program for Registered Nurses (BPRN), for a period of two years. Pending approval by the Province, suspension of admissions would take effect for the Fall 2019.

The President had previously consulted with Senate (November 1, 2017) and with the Board of Governors (November 21, 2017) regarding a request to suspend admissions to the program.

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

N/A

IMPLICATIONS:

The temporary suspension of admissions to the BPRN will not adversely affect students currently enrolled the program, who will have an opportunity to complete their program of studies.

ALTERNATIVES:

N/A

CONSULTATION:

The President's decision to suspend admissions to the program was communicated to Senate Executive (January 24, 2018) and to Senate (March 7, 2018), for information.



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"/>	President	December 7, 2017
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate Executive	January 24, 2018
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Correspondence from the President and Vice-Chancellor RE: Suspension of Admissions to the Baccalaureate Program for Registered Nurses (BPRN) [dated December 7, 2017]



UNIVERSITY
OF MANITOBA

Office of the President

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

Date: December 7, 2017

To: Jeff Leclerc
University Secretary

From: Dr. David Barnard
President and Vice-Chancellor

Re: Suspension of Admissions to the Baccalaureate Program for Registered Nurses (BPRN)

The recommendation to suspend admissions to the Baccalaureate Program for Registered Nurses (BPRN) was brought forward for consultation with Senate on November 1, 2017 and the Board of Governors on November 21, 2017, with no significant concerns being raised. Under the Admissions Targets Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director, Senate and the Board of Governors.

As a result, admissions to the BPRN should be suspended for the Fall 2019 intake pending approval by the province under the provincial Program of Study Regulations. I would request that you proceed accordingly.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Brian Postl, Vice-Provost (Health Sciences) and Dean, Rady Faculty of Health Sciences
Dr. Christine Ateah, Acting Dean, College of Nursing
Mr. Jeff Adams, Executive Director, Enrolment Services
Mr. Neil Marnoch, Registrar
Mr. Randy Roller, Executive Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Academic Programs Specialist



AGENDA ITEM: 2018–2019 Residence Room and Meal Plan Rates

RECOMMENDED RESOLUTION:

That the Board of Governors approves:

A) Residence room rates (per term) for 2018-19 of:

- Pembina Hall Residence- \$3,716
- Arthur Mauro Residence- \$3,974
- Mary Speechly Hall Residence- \$2,838 (single); \$1,813 (double)
- University College Residence- \$2,890 (single); \$1,847 (double)

B) Meal plan rates (per term) for 2018-19 of:

- 10 Meals per Week plus \$250 FoodBucks - \$2,525
- 15 Meals per Week plus \$250 FoodBucks - \$2,715
- 7-Day Unlimited plus \$100 FoodBucks - \$2,799
- UC FoodBucks Plan - \$1,575
- UC Flex Plan (\$750 FoodBucks plus 100 meals at Fresh Food Company) - \$1,970

C) Tenants insurance program (per term) for 2018-19: \$30

D) Extended stay fee (holiday break) for 2018-19 of: \$110

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

There are four University-operated student residence facilities on campus offering a variety of room and meal plan options.

Pembina Hall Residence

- Semi-suite style residence with private washroom
- Choice of three **mandatory** meal plan options¹
- 357 beds
- Year built: 2011

Arthur V. Mauro Residence

- Two bedroom suite-style residence with shared kitchen area and washroom
- Students must have already completed first year of university
- Optional meal plans available
- 316 beds
- Year built: 2003

Mary Speechly Hall

- Dormitory-style residence with double or single rooms; communal washrooms
- Choice of three **mandatory** meal plan options ¹
- 246 beds
- Year built: 1964

University College Residence

- Dormitory-style residence with double or single rooms; communal washrooms
- Choice of two **mandatory** declining balance meal plan options ²
- 258 beds
- Year built: 1964

¹ Mandatory Meal Plan Options (2017-18):

- 10 meals per week plus \$250 FoodBucks (declining balance per term)
- 15 meals per week plus \$250 FoodBucks (declining balance per term)
- 7-day all-you-care-to-eat meals plus \$100 FoodBucks (declining balance per term).

² Mandatory Declining Balance Meal Plans (2017-18):

- UC FoodBucks Plan - \$1,575 per term
- UC Flex Plan - \$750 in FoodBucks plus 100 meals per term at Fresh Food Company

FoodBucks can be used at any University Dining Services outlet. Up to \$75 per term may be used at each of: Degrees, the Hub, and Pizza Pizza (2677 Pembina Hwy. location).

The current student demographic in residences is 61% international / 39% domestic, and 65% of all resident students are first year students. Last year the student demographics were largely the same. Average occupancy rates over the last year were 94%.

Other on-campus housing consists of St. John's College Residence (100 beds) and St. Andrew's College Residence (40 beds) with rates ranging from \$1555 to \$1836 per term for a single dorm room. St. Paul's College does not currently have a residence facility, but a Request for Proposal was issued in August 2016 seeking proponents to design, build, finance and operate a 300-bed, suite style, gender-split student residence using a P3 model. Negotiations with proponents are ongoing at this time and a contract has not yet been awarded.

Proposed 2018-19 Room Rates

Recommendation:

- The **Pembina Hall Residence** room rate would increase from \$3,573 to \$3,716 per term.
- The **Arthur V. Mauro Residence** room rate would increase from \$3,821 to \$3,974 per term.
- The **Mary Speechly Hall** single room rate would increase from \$2,729 to \$2,838; and the double room rate would increase from \$1,743 to \$1,813 per term.
- The **University College** single room rate would increase \$2,779 to \$2,890; and the double room rate would increase from \$1,776 to \$1,847 per term.
- **Tenants insurance program** (new) \$30 per term
- **Extended stay fee** (holiday break) increase from \$105 to \$110.

Rationale:

This year marks the fourth year of a five-year business plan first presented to the Board in 2015. The five-year plan called for a 5% annual increase to room rates in order for Student Residences to be self-sustaining, including necessary capital reinvestment. Student Residences remains on track to meet this goal and are in fact in a better financial position than anticipated at this point in the five-year plan. Since 2015, a variety of efficiency strategies, including life cycle planning, regularly updated capital expenditure plans, preventative maintenance, staff vacancy management, organizational restructures and general cost control measures have helped us attain this position. We are therefore proposing a 4% room rate increase in 2018-19. Table 7 provides an updated five-year business plan and financial projection.

The room rate increases over the past three years have not only stabilized our financial position but have allowed us to continually enhance the quality of the residence facilities by reinvesting in building infrastructure, renovating and creating new spaces, and refreshing furniture and equipment. Over the next two years, we plan on continuing this with a renovated community kitchen space and the completion of new windows in University College, new flooring and furniture in Mary Speechly, a new electronic locking system in Arthur Mauro, and an upgraded seating area in the Pembina Hall dining space.

In addition to the 4% increase this year, we are also seeking Board approval to introduce a \$30 /term fee (max. \$60 year) for a new mandatory tenants insurance program for all residence students. This program is a new offering from Marsh and AIG Canada that provides twelve-month comprehensive coverage for all students entering into a residence contract with Student Residences. The policy carries a \$500 deductible and includes \$10,000 contents coverage, \$1,000,000 personal liability and \$2,500 additional living expenses. This program was brought to us and endorsed by the University's Chief Risk Officer. Please see attachment for more detailed policy information.

At a very reasonable cost of \$60/year per student, we feel this provides a clear benefit to both our students and the University. The benefit to the student is obvious in that it provides important coverage, most students do not have. Over 60% of our residence population is international students with little or

no ability to obtain insurance coverage. Our current policy merely recommends tenants insurance, but is not a requirement. See Table 8 for comparative information on residence policies on insurance. Over the past five years, we have had a number of incidents where resident negligence has led to significant damage to University property. The damage costs in these cases have ranged from \$350 to \$223,000. In most of these cases, especially where water damage has occurred and restoration is required, the University has had to cover the majority of these expenses, as students simply do not have means to cover such costs on their own.

We are also seeking Board approval for a \$110 extended stay fee for students staying over the 2018 twelve-day holiday break. Only students who declare their intent to stay (almost exclusively international students) are required to pay this fee. The fee does not include meals and is intended to cover the operating costs associated with this service, including 24-hour residence security and caretaking during this period.

The risk with a continued increase in residence room rates is that we may be pricing ourselves out of the market, ultimately deterring students from living on campus. However, the demand for quality on-campus accommodations continues to be strong with long waitlists, steady occupancy rates throughout the year (averaging 94%) and off-campus housing rates in the surrounding area continue to rise at similar rates. See Table 6 for a summary of local off-campus rate increases.

Tables 2, 3 & 4 compare our current room rates with other U15 Canadian university residence offerings and even with the proposed increases, our rates remain below the national average for single dorm rooms and well below the average for double dorm rooms.

Directly comparing on-campus and off-campus rates can be challenging especially because accommodation styles differ so greatly. However, Table 5 attempts to show both off and on-campus housing rates as comparably as possible, expressed in a monthly rent cost per student (including basic utilities, furniture, and excluding meals). The table shows that while the semi-suite style and dorm-style accommodations offered in Pembina Hall, Mary Speechly and University College are unique to on-campus living, the proposed rates in these categories still offer competitive overall monthly living costs for students. The suite-style rate proposed for Arthur Mauro, which is being compared to an off-campus two-bedroom apartment, is above the average local market rate but still remains at a median price point among competing and other U15 residences offering accommodations in this category.

We would also suggest that comparing overall student housing costs requires the consideration of value-added matters such as convenience/lack of transportation costs, all utilities, flexible lease terms, in-house residence security presence and a student support and development infrastructure. These are important differences that ultimately define residence living, and clearly distinguish it from living off campus.

As the final year of our five-year business plan approaches, we are planning for the future and looking to add another residence facility. Currently, the U of M is the only U15 institution that does not offer a first year residence admissions guarantee due to the relatively small number of beds we currently have. U of M has the lowest bed to total student ratio in the U15. Consistent waitlists, a residence demand study conducted by Scion in 2014, and recent public attention to the accommodation of students in the neighborhood surrounding the U of M all support the demand for more on-campus housing options. This demand continues to be driven by active international recruitment by both the U of M and the International College of Manitoba.

Student Residences has further investigated what type of housing students prefer, what price point

students are willing to pay as well as what size of residence would be beneficial.

The 2014 demand study indicated that students placed the most value on either a four-bedroom suite or a four-bedroom apartment (which includes a full kitchen). The demand study also demonstrated that students are concerned about the cost of their accommodation above all other factors. This is curious because apartment style housing can be considerably more expensive compared to traditional student housing. It was decided to test student preferences again in a survey sent out on January 2, 2018 to clarify these variables. The survey was sent only to current residence students. 586 residents completed the survey.

The 2018 survey revealed similar results to the demand study. Of the four different room types presented in the survey, the three and four-bedroom apartment style residences showed the strongest purchase intent at a median price with 59% respondent interest, 46% respondent interest for a two-bedroom suite-style residence, and 41% interest a traditional dorm style residence. For each of these housing types, student interest dropped off sharply when the price shifted above a median price point. The 2018 survey also showed that 45% of all respondents were not at all interested in the dorm style building because of the unit style (compared to about 15% disinterest because of unit type for the other options). However, the interest in the dorm style unit goes up substantially to 55% when responses from students currently living in a dorm style unit only are considered. It is in our dorm style buildings where international students reside most predominantly. The results indicate there may be a strong market for both more affordable traditional dorm housing and for apartment style housing.

Determining the appropriate number of beds for a new residence building requires a balancing of construction economies of scale and recognition of the financial risks associated with empty beds. In 2012, Student Residences conducted a financial feasibility analysis for a new residence. It was determined that the residence became more economical (cost per bed) once the size was 300 or more. St. Paul's College also recently changed the specifications in its RFP for a new residence after respondents provided similar justifications for additional beds as it relates to economies of scale. The construction cost of a 300-bed residence will be dependent on a number of factors such as construction materials, design, and room type, but will likely start somewhere in the range of \$100,000 - \$125,000 per bed or in excess of \$30 million.

Ultimately, the most conservative measure of demand is our waitlists. The waitlists, at their peak in June, have averaged ~ 350 students over the last five years. We believe that the construction of a 300-bed residence poses minimal financial risk, as the likelihood of full or close to full occupancy is high.

A major hurdle for a new residence is the funding of construction costs. Absent a contribution from the University, there are three main options available. The first option is to independently fund a new residence building using revenues from other Ancillary Services units. Currently, just over \$10 million dollars has been set aside for this purpose. However, it will take 8-10 years to save enough for the build, assuming no major disruptions to operations or significant escalation in costs. The second option is to put forth a proposal for external debt financing of some portion of the build. The third option is to pursue a Public/Private Partnership (P3), which can reduce the financial burden of building a residence. Lack of control over the asset, operations and reputation are risks that require consideration. The second and third option would require approval of the Province.

We plan on delaying the business plan and funding proposal until we understand the direction being taken by St. Paul's College with their potential 300-bed P3 residence.

Proposed 2018-19 Meal Plan Rate Increases:

Recommendation:

1. Mary Speechly Hall and Pembina Hall Residence Mandatory Meal Plan Options

- 10 Meals per Week plus \$250 FoodBucks increase from \$2,475 to \$2,525 per term
- 15 Meals per Week plus \$250 FoodBucks increase from \$2,665 to 2,715 per term
- 7-Day Unlimited plus \$100 FoodBucks increase from \$2,745 to 2,799 per term

2. University College Residence Declining Balance Meal Plan Options

- UC Foodbucks Plan - \$1575 Foodbucks per term. The cost of the plan would increase from \$1,500 per term to \$1,575 per term
- UC Flex Plan – \$750 in Foodbucks plus 100 meals at the Fresh Food Company. The plan would increase from \$1,910 per term to \$1,970 per term.

3. Arthur V. Mauro Residence- Optional Meal Plans Available

Rationale:

Student input continues to be an important part of the development of residence dining options, menus, service and meal plan structure. Last year, a Residence Dining Advisory Committee (RDAC) was created and this committee continues to meet regularly in 2017-18. Overall, student satisfaction with residence dining has improved since the fall term of 2016. This has been evidenced by the reduction in the number and magnitude of student concerns brought forward in the RDAC meetings, and by a satisfaction survey conducted in November 2017. From the 363 survey respondents, there was a 67% overall satisfaction rate with the Fresh Food Company and 70% of returning students indicated that there was an overall improvement to the offerings at the Fresh Food Company as compared to the prior year.

Changes to the structure of residence dining meal plans has not been a concern for student representatives at the RDAC meetings, so no changes are being recommended for 2018-19. Consequently, the proposed meal plan options remain the same for 2018-19. However, we are proposing a 2% increase to the PHR/MSH meal plans and a 5% increase to the UCR declining balance meal plans. The 2% increase to the PHR/MSH meal plans reflects balancing the 3.2% Consumer Price Index (CPI) increase seen in 2017 with the intent to maintain affordability for students. The rationale for the 5% increase to the UCR meal plan, however, is more directly related to meeting Canada Revenue Agency requirements for non-taxable status. Should the meal plans only go up 2%, they no longer qualify for non-taxable status and then both GST and PST would apply to the base amount. Canada Revenue Agency considers a meal non-taxable if the amount paid for the plan is sufficient to provide a student with a minimum of 10 meals per week for the period of the plan (which must not be less than one month). The cost per meal is based on the average cost of a meal at qualifying locations.

By comparison, the University of Winnipeg (U of W) starts Mandatory Declining Balance Plans at a higher cost than comparable plans at the University of Manitoba. For reference purposes, the three non-taxable declining balance meal plans available at the U of W carry per-term prices ranging from \$1,825 per term to \$2,875.

Rate Summary

	Current Rate	Proposed Rate	Change \$	Change %
Room Rates				
PHR	\$3,573	\$3,716	\$143	4%
AVM	\$3,821	\$3,974	\$153	4%
MSH – Single	\$2,729	\$2,838	\$109	4%
MSH – Double	\$1,743	\$1,813	\$70	4%
UCR – Single	\$2,779	\$2,890	\$111	4%
UCR – Double	\$1,776	\$1,847	\$71	4%
Extended Stay Fee (holiday break)	\$105	\$110	\$5	5%
Tenant Insurance Program	N/A	\$30	New	N/A
Meal Plan Rates				
PHR/MSH				
10 meals per week plus \$250 FB	\$2,475	\$2,525	\$50	2%
15 meals per week plus \$250 FB	\$2,665	\$2,715	\$50	2%
7-day unlimited plus \$100 FB	\$2,745	\$2,799	\$54	2%
UCR				
UC FoodBucks Plan - \$1,575 Foodbucks only	\$1,500	\$1,575	\$75	5%
UC Flex Plan - \$750 Foodbucks plus 100 meals at the Fresh Food Company	\$1,910	\$1,970	\$60	5%

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Student Residences continues to work towards Building Community and providing our students with improved accommodation facilities, dining services and support programs that will create an outstanding living and learning environment. This includes providing residence students with opportunities for engagement with community both internal and external to the University.

IMPLICATIONS:

Students Residences' mission is to provide quality on-campus accommodations in a safe, supportive, engaging and community-rich environment that promotes the personal, cultural, and social growth of our students, while enhancing the likelihood of their success.

Should these recommendations be approved, the full cost of room and board for a student on campus would start at \$3,422 per term (UC Double with UC FoodBucks Plan).

ALTERNATIVES:

1. Lower proposed increases- this option would not cover operating cost increases in 2017-18 and would not allow for adequate capital investment into the properties.
2. Higher proposed increases may result in vacancies dependent on student reaction.

CONSULTATION:

The following have been consulted on the contents of this submission: RDAC Committee; Director of Student Residences; Director of Ancillary Services; General Manager, Dining Services; and Director of Accounting, Ancillary Services.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Tom Hay</u>	<u>Feb 12, 2018</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>February 12, 2018</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>Feb 13, 2018</u>
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

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

Submission approved by:

Attachments

- Table 1 - 2017/18 Winnipeg Rental Market Information
- Table 2 - 2017/18 Semi-Suite/Suite with Private Washroom Comparisons in Canada
- Table 3 - 2017/18 Single Room Comparisons in Canada
- Table 4 - 2017/18 Double Room Comparisons in Canada
- Table 5 - 2017/18 Off-Campus vs. Student Residences Cost of Living Comparison
- Table 6 - 2017/18 Local Off-Campus Housing Rates Increases
- Table 7 - Ancillary Services Business Plan for Student Residences
- Table 8 - 2017/18 Renter's Insurance Requirement Comparisons in Canada
- Attachment - Marsh Canada Tenants Insurance Program

Table 1

2017 Winnipeg rental market information

	October 2016 Vacancy rate for Winnipeg (%)	October 2017 Vacancy rate for Winnipeg (%)
Bachelor	2.1	2.7
1 bedroom	3.0	3.0
2 bedroom	2.7	2.6
3 bedroom	3.6	2.9

	October 2016 Room Rent Rate for Winnipeg (\$)	October 2017 Room Rent Rate for Winnipeg (\$)	% Change
Bachelor	634	655	3.3
1 bedroom	836	880	5.3
2 bedroom	1,068	1,107	3.7
3 bedroom	1,327	1,390	4.8

Table 2

**2017/18 Semi-Suite/Suite w/private
Washroom Comparisons in Canada
(University of Manitoba – Pembina Hall / Arthur Mauro)**

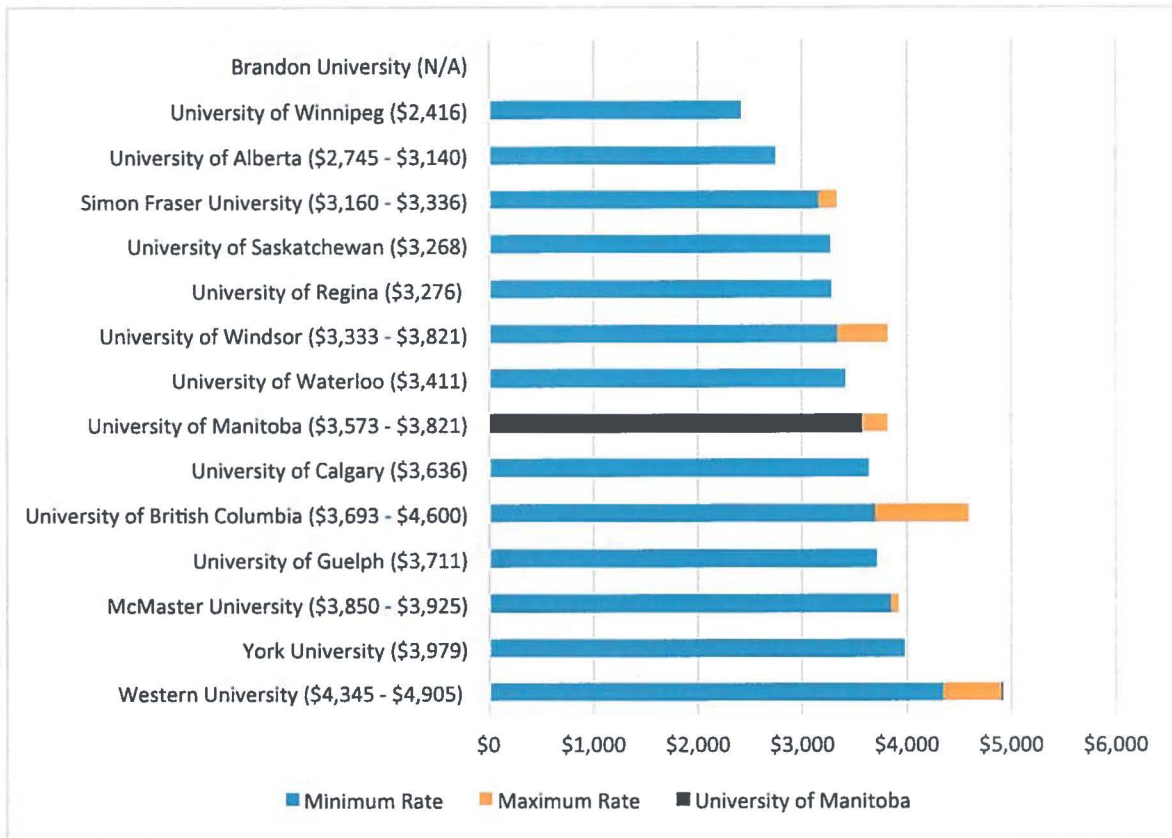


Table 3

**2017/18 Single Room Comparisons in Canada
(University of Manitoba – Mary Speechly / University College)**

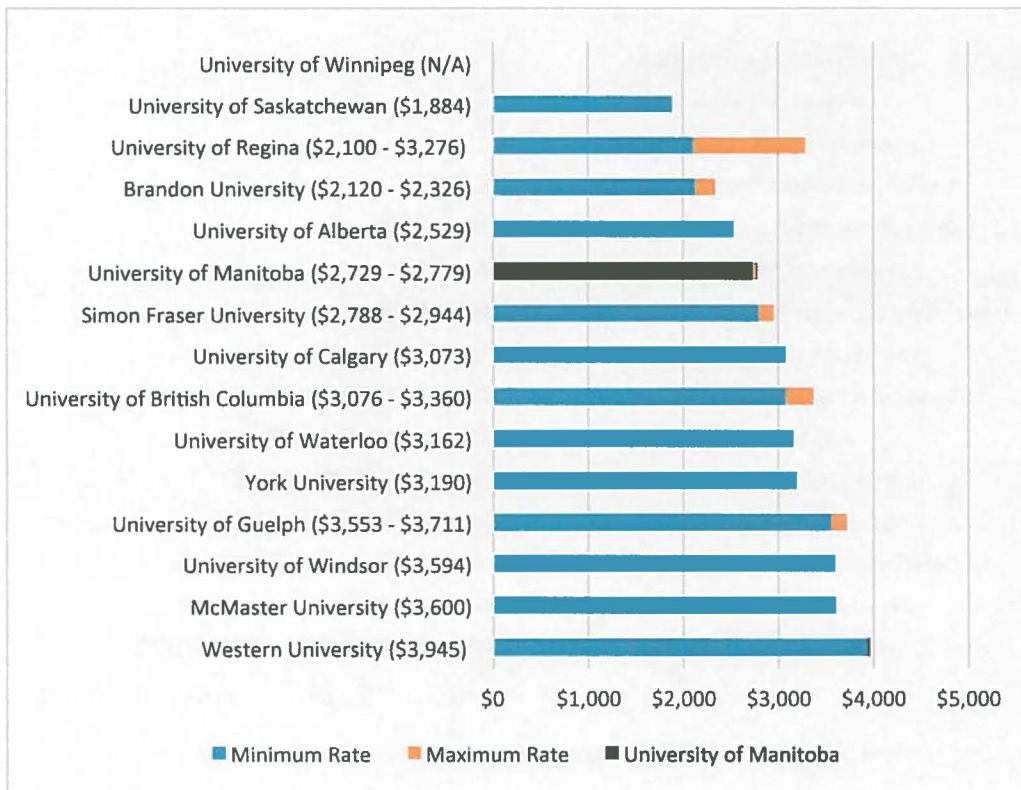


Table 4

2017/18 Double Room Comparisons in Canada

(University of Manitoba – Mary Speechly / University College)

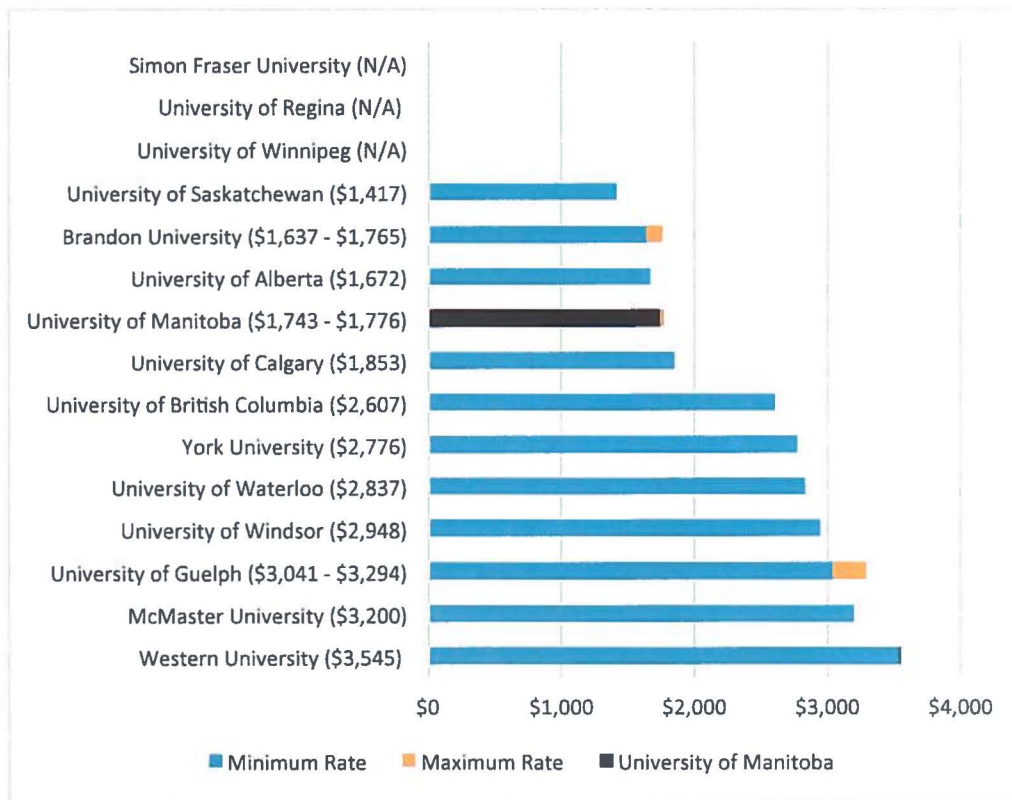


Table 5

**2017/18 Off-Campus vs. Student Residences
Cost of Living Comparison (per person)**

Off- campus Unit Type	On- campus Comparable unit type	*Min Monthly Rate Off Campus (\$)	*Max Monthly Rate Off Campus (\$)	*Average Monthly Rates Off Campus (\$)	University Residence Monthly Rates (\$)
Bachelor	Semi-suite (PHR)	734	1,059	934	893
1 BR Apartment	N/A	836	1,580	1,210	N/A
2 BR Apartment	Suite Style (AVM)	510	992	747	955
3 or more BR Apartment	Dormitory Style (UC/MSH)	378	707	497	425 - 695

*Based on a 12-month lease. Includes all utilities (Internet, cable, hydro) and furniture allowance. Off-campus rates are based on surveyed properties within an 8 km radius from campus.

Table 6

2017/18 Local Off-Campus Living Rate Increases (per person)

Unit Type	December 2016			December 2017			Average Rate % Change
	*Min Monthly Rate Per Person (\$)	*Max Monthly Rate Per Person (\$)	*Average Adjusted Monthly Rate Per Person (\$)	*Min Monthly Rate Per Person (\$)	*Max Monthly Rate Per Person (\$)	*Average Adjusted Monthly Rate Per Person (\$)	
Bachelor	691	1,012	870	734	1,059	934	7.4
1 bedroom	787	1,547	1155	836	1,580	1210	4.8
2 bedroom	479	959	733	510	992	747	1.9
3 bedroom	356	888	542	378	707	497	5.1
4+ bedroom	324	354	339	338	366	352	3.9

*Based on a 12-month lease. Includes all utilities (Internet, cable, hydro) and furniture allowance. Off-campus rates are based on surveyed properties within an 8 km radius from campus.

Table 7

Ancillary Services Business Plan for Student Residences

	Actual	Actual	Projected	Projected	Planned	Planned	Planned	Planned
	2016	2017	2018	2019	2020	2021	2022	2023
Regular room session revenues	6,868,356	7,198,490	7,558,414	7,930,891	8,253,788	8,460,133	8,671,636	8,888,427
Other income	1,682,079	1,743,990	1,387,551	1,844,197	1,891,079	1,939,283	1,958,676	1,978,263
	8,550,435	8,942,479	8,945,965	9,775,088	10,144,867	10,399,416	10,630,312	10,866,690
Salaries and benefits	1,444,642	1,435,859	1,493,244	1,535,839	1,551,197	1,566,709	1,582,376	1,598,200
Repairs and maintenance	336,180	319,152	271,000	276,420	281,948	287,587	293,339	299,206
Utilities	1,092,033	1,087,125	1,153,300	1,187,899	1,223,536	1,260,242	1,298,049	1,336,991
Other operating	2,125,632	2,055,811	1,594,470	2,265,711	2,296,028	2,326,813	2,358,076	2,389,824
Debt servicing	3,380,407	3,383,250	3,383,774	3,395,001	3,394,942	3,395,168	3,395,236	3,395,147
	8,378,894	8,281,197	7,895,788	8,660,870	8,747,651	8,836,520	8,927,077	9,019,368
Contribution (loss)	171,542	661,282	1,050,178	1,114,218	1,397,216	1,562,896	1,703,236	1,847,322
Capital requirements	389,350	511,046	500,000	1,250,000	1,072,600	941,000	949,000	990,000
Total	(217,809)	150,236	550,177	(135,782)	324,616	621,896	754,236	857,322
Annual room rate increase	5.0%	5.0%	5.0%	4.0%	5.0%	2.5%	2.5%	2.5%

Assumptions

Room rate increase 5% annually to 2020 and 2.5% thereafter. 2018-2019 Room rate increase of 4% takes into consideration student insurance cost of \$60 per academic year, to make the effective increase to students 5%

Other income includes summer and conference room rentals, application fees, student life activity fees and laundry card vending

Summer income increase 3% annually until 2021 and 1% thereafter

2017-2018 salary increase per collective agreements 17/18 1.5%; 18/19 2.0%; 1% to 2023 and 2% thereafter

All other expenses increase 2% annually

Utilities increase 3% annually

Debt servicing - As per debt amortization: AVM to 2028; PH to 2040

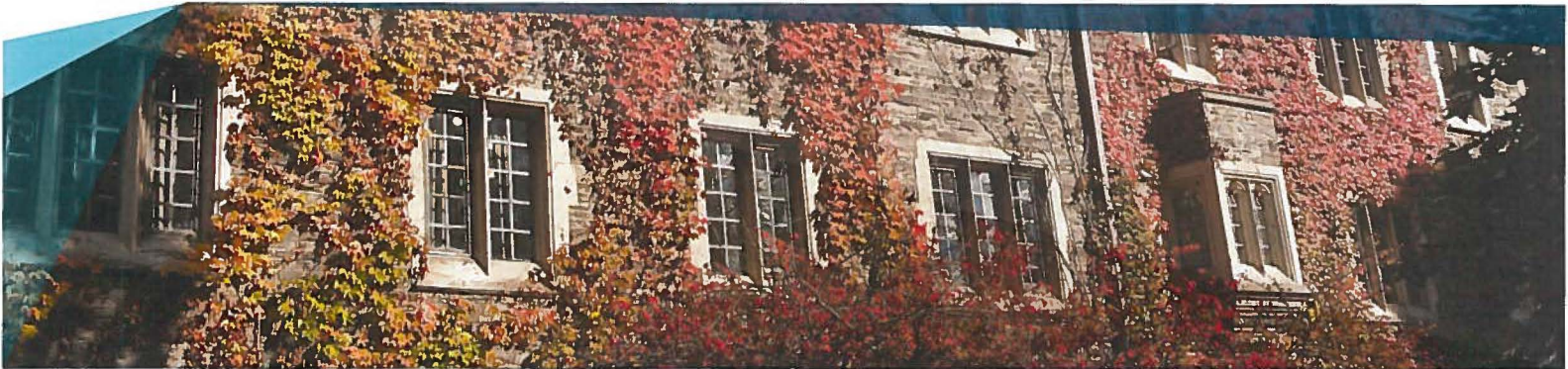
Capital requirements based on building condition assessments and planned projects

Table 8

2017/18 Renter's Insurance Requirement Comparisons in Canada

University	Included in Fees	Renter's Insurance Requirement
Saskatchewan	N	Contracted to carry insurance (but proof not necessarily required)
McMaster	N	Contracted to carry insurance (but proof not necessarily required)
Calgary	N	Contracted to carry minimum 1 million liability and personal property insurance. Proof of policy required at move in
Western	N	Contracted to carry minimum 2 million liability and personal property insurance. University has the right to see policy
Winnipeg	Y	Included in fees- \$44/term
Brandon	N	Strongly encouraged to carry insurance
Regina	N	Strongly encouraged to carry insurance
Alberta	N	Strongly encouraged to carry insurance
Manitoba	N	Strongly encouraged to carry insurance
SFU	N	Strongly encouraged to carry insurance
Waterloo	N	Strongly encouraged to carry insurance
UBC	N	Strongly encouraged to carry insurance
Windsor	N	Strongly encouraged to carry insurance
York	N	University not responsible for damages
Guelph	N	University not responsible for damages

TENANTS INSURANCE PROGRAM FOR STUDENTS LIVING IN UNIVERSITY AND COLLEGE RESIDENCES



Marsh has developed a Tenants Insurance Program for students in university and college residences with coverage offered through AIG Canada, one of the country's leading property and casualty insurance companies.

A Tenants Insurance Program for all students that live in your residences will help ensure that all residents and the university are protected by insurance coverage.

BENEFITS TO THE STUDENTS

- **\$10,000 CONTENTS COVERAGE** – Each student will be provided with coverage to protect the contents in their room and other personal belongings worn or used by the student on- and off-premises up to \$10,000 — subject to a \$500 deductible. The policy provides “named perils” coverage to protect their personal property against losses such as fire, theft, or water damage with any claims to be settled on a “replacement cost” basis, i.e. without deduction for depreciation.
- **\$1,000,000 PERSONAL LIABILITY COVERAGE** – If a student is found to be responsible for causing damage to the building or another person's property (for example, if a student accidentally started a fire in their room) or bodily injury to another person, the policy will respond up to \$1,000,000 to pay legal expenses and compensatory damages for which they are found to be legally liable.
- **\$2,500 ADDITIONAL LIVING EXPENSES** – If as a consequence of an insured loss the residence room is unfit for occupancy or a student has to move out their residence while repairs are being made, the policy will pay the increased expenses (up to \$2,500) incurred by the student to obtain temporary housing. If a student has to move to a hotel for a few days while their room is being repaired, these additional costs would be covered and if required, increased food costs for restaurant meals.



BENEFITS TO THE UNIVERSITY OR COLLEGE

- Competitive rates with two program options:
 - Option A: Coverage for all students (including international students) living in residence - \$60/student.
 - Option B: Coverage for only all international students living in residence - \$80/student.
- Upon being accepted into residence i.e. traditional “dormitory” and “suite-style” apartments, students will automatically receive Tenants Insurance from the university or college as part of their residence fees.
- The university or college will be assured that all students or all international students in residence have insurance coverage.
- In the event a student’s negligence causes damage to university or college property, the university or college insurers will be able to subrogate against the liable student.
- Improved Property and General Liability loss experience for the university and college insurers due to insurers ability to subrogate.
- Annual premium is payable at the inception date of the policy or can be paid in equal monthly instalments with no service fees.

CLAIMS EXAMPLES

There are numerous examples of losses caused by students living in residence that were paid by the university or college insurance program. For each of these examples, if tenants insurance for students in residence was in place, the university or college may have been able to recover amounts paid for repairs from the student.

1. Students playing with a ball in the hallway of a school-run residence accidentally knocked off a sprinkler head. The resulting water damage to the residence building was over \$50,000.
2. A student accidentally started a fire in residence which activated the sprinklers in the building. As a result, the university incurred over \$100,000 in fire and water damage to the building.

FOR ADDITIONAL INFORMATION ABOUT THE PROGRAM, PLEASE CONTACT:

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ABOUT MARSH

Marsh is a global leader in insurance broking and risk management. We help clients succeed by defining, designing, and delivering innovative industry-specific solutions that help them effectively manage risk.

OUR PRIVATE CLIENT SERVICES PRACTICE

Marsh’s Private Client Services Practice (PCS) has been one of Canada’s leading personal insurance brokerages for more than 50 years. With more than 70 licensed brokers, PCS takes a consultative approach to personal risk insurance solutions. The practice helps mitigate risk exposures in the event of a loss.

OUR HIGHER EDUCATION PRACTICE

Decades of helping colleges, universities, and school boards assess and manage risk gives us an insider’s appreciation for the magnitude of change that has overtaken academia. Our industry-focused approach to the education sector means that our clients work with specialists within Marsh who both understand these issues, and have strong experience in implementing solutions.

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PCS0055 (C150602TB): 2017/05/12



AGENDA ITEM: Revised Student Fee Deadlines and Late Payment Fees

RECOMMENDED RESOLUTION:

That the Board of Governors approve student late payment fees of \$50 on all term balances greater than \$100 not paid by the due date, plus an additional late payment fee on fall/winter balances not paid at the beginning of the next month as follows: balance owing less than \$500 – no fee; balance owing \$500 to \$1,000 - \$50 fee; balance owing greater than \$1,000 - \$100 fee.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

This submission is part of a larger initiative to improve the fee payment process which also includes extending the fee deadlines, eliminating an obsolete fee, and adjusting student account hold restrictions to be more supportive of student success. Section 16(1)(c) of *The University of Manitoba Act* empowers the Board of Governors to approve the late fee. The other elements of this submission are provided for context.

Tuition fee deadlines, penalties for late payment as well as late registration have changed very little in the last 15 years whereas mandatory additional fees, deregistration, waitlists, limited access registration, and international student enrolment have undergone significant changes in the same time period. Having our fee deadline during course revision periods is stressful and inconvenient for both students and the University.

In comparison to other U15 institutions the University of Manitoba is unique in our application of fee payment deadlines and penalties. A majority of the universities have deadlines after the end of the revision period and charge interest or staggered flat fees for overdue accounts. The University of Manitoba currently does not follow either of these practices.

A review of process conducted during the year by Student Accounting and the Registrar's Office resulted in proposed changes. Coincidentally, UMSU wrote to the Comptroller with a request to extend fee payment deadlines for international students to better meet their unique payment challenges. Based on input from UMSU and GSA, the proposal was further refined and is attached.

The changes to student account holds would remove the hold on Library services. We would also now allow these students to obtain replacement student ID cards because these are required for photocopy machine use, security access to certain rooms, meal plan use, and for using the Transit U-Pass. This bundle of changes is designed to better enable student success in the current academic term. Students on financial hold will continue to be prevented from accessing registration for new courses/terms, transcripts, status letters, certificates of enrolment, graduation papers, etc.

The changes to fee deadlines and amounts can be illustrated by the Fall term as follows:

	Current State	Future State
Fee Deadline	September 12	October 3
Late Fee #1	September 13	October 4
Revision/Add Deadline	September 18	September 19
Late Fee #2	September 19	November 1
Late Fee #1 (Balance >\$100)	\$50	\$50
Late Fee #2		
Balance <\$500	\$40	\$0
Balance \$500-\$1,000	\$40	\$50
Balance >\$1,000	\$40	\$100

RESOURCE REQUIREMENTS:

Student Accounting and the Registrar's Office will be required to implement the process and system change requirements as well as communication to students prior to the Fall 2018 term. An overall improvement in administrative efficiency is expected.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Extending fee deadlines and adjusting late fees will increase student and staff satisfaction with the University's learning and work environment.

IMPLICATIONS:

Extending the time for payment prior to application of financial penalties, eliminating the late registration fee and reducing restrictions on students with financial holds will allow the University an opportunity to alleviate some of the stress on students. We anticipate this might slightly reduce late fee revenue but will not have a significant impact on total tuition collection.

ALTERNATIVES:

A fee payment timeline being due prior to the beginning of classes was considered but eliminated as an option due to the requirements for student aid and additional stress it would add to students and the inefficiency it would create for the University.

As an option to a tiered late fee approach, charging interest was considered but eliminated due to current system technology restrictions. It also appeared to penalize students in high cost programs and international students more heavily.

CONSULTATION:

The original proposal was shared with UMSU and GSA and revised based on their feedback.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Tom Hay</u>	<u>Feb 8, 2018</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>February 12, 2018</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>July 13, 2018</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR	March 6, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Vanessa Ryplanski, Revenue, General and Student Accounting

Submission approved by: *This must be the President, a Vice-President, or the University Secretary.*

Attachments

Student Tuition Fee Payment Deadline, Late Payment Fee Rate, Late Registration Fee and Account Hold Change Request



December 5, 2017

RE: Student Tuition Fee Payment Deadline, Late Payment Fee Rate, Late Registration Fee and Account Hold Change Request

General/Student Accounting and the Registrar's Office are requesting to change the student tuition fee deadline from having a two date process during the revision period to a fee deadline process which is after the end of the revision period. Additionally, we are requesting that the late registration fee be eliminated and the amount and timing for late payment fees and other penalties be modified as well. The changes are being requested to better align various timelines, processes, and penalties affecting students. Timing of these changes is requested to be in place for the 2018/2019 Academic year.

1. Registration Revision Period

The revision period extends two weeks from the first day of classes in both fall and winter terms, and is prorated for summer term and for irregularly dated courses.

This is the "add and drop" period at the beginning of each term during which course and timetable changes can be made without academic or financial penalty. Courses dropped during this period are not recorded on the official transcripts or student records, and a tuition refund will be granted for dropped courses that have already been paid for.

The revision period is determined by the Registrar's Office. There are no changes pending for the revision deadline but has been included here as it is relevant when considering the processes affecting students.

2. Late Registration Fee

Late registration fees are applied to student accounts by the Registrar's Office where initial registration is completed after the start of classes.

We are recommending that this fee be eliminated as it no longer (and would not under proposed changes in this document) serve the purpose it once may have. Fee deadlines were once the first day of classes with a late fee applied the morning after. Students who would register after the start of classes would avoid the late payment fee, thus the late registration fee captured any who may have registered late in order to defer their fee payment to the end of the revision period.

Additionally, the ability to register prior to the start of classes is not always within a student's control. Examples of this include international students whose study permit has been delayed by a government institution or graduate students that are waiting for program approvals prior to registration.



3. Fee Payment Deadline

Over the past few years the fee deadline has been set to be approximately one week after classes begin with a second deadline at the end of the revision period.

We are recommending that the first fee deadline should be set at approximately 10 business days after the end of the revision period. This change is expected to improve student experience by having only a single fee deadline per term that is after all the various fees and processes that effect the student fee account balances due have been finalized and a reasonable time allowance has been provided to make their payment. Additionally, this change is expected to reduce the administrative requirements by simplifying the process and eliminating many manual processes currently in place to manage the various issues.

4. Late Payment Fee Charges

Currently, a late payment fee is applied to all overdue balances greater than \$100 prior to the end of the revision period, at the first fee deadline, for overdue accounts at a rate of \$50 and a second late fee is applied at the end of the revision deadline at a rate of \$40 in each of the fall and winter terms. Additionally a fee of \$25 is applied to overdue accounts in the summer terms (May and July deadlines).

We are recommending that the first late payment fee for exceeding the deadline in any term be \$50 for all overdue balances greater than \$100. The second late payment fee is to be applied to any overdue balances at the beginning of the month following the fee deadline. The rate applied for the 2nd late payment fee is to be \$50 for accounts with balances between \$500 and \$1000 and \$100 for balances \$1000 and greater. This modification is to better reflect the added labor intensive requirements at this stage and to be a stronger deterrent for those who have not made an effort to reasonably pay down their balances in the given timeframe.

5. Account Holds

Historically, a financial hold on a student account prevents the student from accessing most administrative services such as registration, transcripts, status letters, certificates of enrollment, graduation papers, etc. Additionally, the hold prevents the student from accessing documents and books in the Libraries and from obtaining replacement student identification cards.

We are recommending that the hold on Library services be removed from the financial hold restriction to better enable student success in the current term.

As of 2009, students are no longer cancelled from current term classes for unpaid fees thus the hold allows the student to remain enrolled but limit the tools available from the University to do their course work. Students with overdue account balances past the fee deadlines are cancelled only from future terms.



We are also recommending that students be permitted to obtain replacement student identification cards. This is in an effort to be fair to students with account holds who have lost their identification card. The card allows them to utilize various campus services such as photocopy machine access, security swipe access to rooms, meal plan purchases, etc. as well as usage of their U-Pass which by City of Winnipeg Transit Authority rules requires their student ID card to accompany the pass as proof of identification.

Additional information in the attached appendices provides further details on current issues and considerations regarding the above recommendations as well as a comparison schedule of deadlines.

Appendix A – A comparison table of the current and recommended deadlines for the 2018/2019 academic year.

Appendix B – A summary of the issues and effect of the changes of the fee payment deadline and late fee payment recommendations are outlined.

In summary, these changes have been recommended to allow time for finalization of courses and to allow reasonable time for students to pay their fees before the application of penalties. Late payment fee amounts are to be a consistent amount at first application of the penalty in any term and subsequent late fees in fall and winter terms are a greater penalty to those who are not actively and reasonably paying down their term balances. Modifying the hold penalty will align the decision of allowing students to remain in current term and making relevant tools available to them to be successful in their studies.



Appendix A

**Denotes changes*

Pending for 2018/2019 – Drop date deadline Sep 18 / Add date deadline Sep 19

	Fee Deadline	Late Fee #1	Revision Add Deadline	Residence Deadline	Late Fee #2	Late Fee – Ag Dip	UMSU Fee Reversals	Holds	Cancelled from future terms
<i>Fall Term</i>									
Historical	Sep 12	Sep 13	Sep 18	Sep 18	Sep 19	Sep 28	Oct 1	Oct 3	Oct 22
Proposed	*Oct 3	*Oct 4	Sep 19	*Oct 3	*Nov 1	*Oct 4	Oct 1	*Oct 11	Oct 23
<i>Winter Term</i>									
Historical	Jan 16	Jan 17	Jan 21	Jan 16	Jan 22	N/A	Jan 30	Feb 4	N/A
Proposed	*Feb 5	*Feb 6	Jan 21	*Feb 5	*Mar 1	N/A	Jan 30	*Feb 13	N/A



Appendix B

Fee Payment Deadline

	Process (Issue)	Current State	Proposed Future State
1.	Course changes made during the registration revision period.	Payment is required at the 1 st fee deadline for any balance at that time and additionally at the 2 nd fee deadline if the student adds courses during the revision period. Refunds are requested if the student drops courses during the revision period.	First fee deadline is moved to after the end of the revision period therefore only a single payment is required after finalization of all fees.
2.	UMSU Health & Dental and U-Pass opt-outs - loaded to fee accounts 7 business days after end of revision period.	<p>Students are assessed U-Pass and Health & Dental fees at the time of registration if they meet the eligibility criteria. These programs are managed by UMSU and students can request to Opt-Out. The opt-out process requires:</p> <ul style="list-style-type: none"> i) The student to submit their request with supporting documents to the 3rd party that provides the service. ii) The 3rd party confirms to the student if their request was successful or not. iii) The 3rd party informs the University about the successful opt-outs after the revision deadline. iv) University reverses the 3rd party fees from the student fee account for successful opt-outs. <p>The process has several steps and there is a time-lag between the time the student receives confirmation of their opt-out request from the 3rd party and the time when the University updates the student fee accounts which causes confusion for students and results in a large volume of inquiries from students. Students are permitted to short pay these fees assuming they have successfully opted-</p>	<p>Any fee reversals related to opt-outs will be posted to student fee accounts prior to the new deadline. Only a single payment will be required to settle remaining balances due since the fees would have been finalized before the new deadline. No manual adjustments for short payment are required by the students. Manual administration processes are reduced as administration no longer must manually exclude the fees from application of late fee penalties.</p>



		out. Administration manually removes the fees from balances for late fee penalty application to the student fee accounts. Students are responsible to ensure payment is made prior to the revision deadline if their opt-out is not successful.	
3.	Government student loans – administration handled by Financial Aid & Awards (FAA).	Where funds are not yet received by the University a deferral must be added to the student account to exclude them from penalties. Many electronic confirmations are not received from the agencies prior to the first or second round of late fees due to reassessments required with course changes during revision period. Students must provide assessment letters to FAA to request a deferral to avoid late fees.	Additional 2 weeks provided to receive government confirmations. Reduces need for students to provide hard copies to FAA and reduces FAA administrative processes.
4.	Extended Agriculture Diploma program fee deadline.	Exempt from current fee deadlines. Manual exclusion from penalties. Separate assessment of penalties required for this group.	Same deadline as other students. No special exclusion from penalty timelines.
5.	Scholarship disbursements to student accounts ongoing until after end of revision period.	This process can cause confusion for students when the disbursements are not complete by the fee deadlines. Students may not qualify for the scholarship until after course registration finalized.	FAA has time to disburse the awards and students have time to make payment on their account if a balance remains by the 1 st fee deadline.
6.	Installment plans (IP) for International Graduate students.	Various supporting documents are required in order to approve and defer accounts. Support from many students delayed in Fall session due to late arrivals in Canada, delayed paperwork from University units, etc. International Graduate Student Entrance Scholarship required for calculations of IP – submitted after end of revision. Incorrect assessment of penalties due to delays, delayed communication to students, etc.	Fees finalized, support received prior to fee deadline. Timely communication to students re: dates and totals for required installments.
7.	Review and reversal of non-auto reversing fees (Field trips, student service fees, student org	Review completed after end of revision period and fee deadlines. Fees not finalized prior to fee deadlines. Penalties may have been applied. Causes student	Single or no payment required after finalization of fees. Penalties would not apply.



	fees, etc.).	confusion.	
8.	International Foreign Exchange policies. Restrictions on international fund transfers.	Many fee estimates are being requested from International Centre for Students (ICS) to support fund transfers prior to 1 st fee deadline. Some countries must have actual fee assessment (estimate not sufficient). Delayed receipt of funds – late fee penalties apply. Re-assessment during revision period may require second international transfer request and second late fee would apply due to delay in transfer.	Fees finalized minimum of 10 business days prior to fee deadline. Allows reasonable timeframe for international fund transfers to be received on time and avoid late fees. Anticipate this may also reduce repeat fee estimate requests submitted to ICS.
9.	Residence fees due at end of revision period only.	Addition of residence fees to Banner student fee account effectively had students paying tuition by the fee deadline and residence fees by the end of the revision period. To avoid confusion and the need to make 2 payments, these students were exempted from the 1 st fee deadline and first late fee application.	Single payment made after finalization of all fees.
10.	Additional costs to handle exception questions and tight payment timelines.	Additional equipment and space rented as well as 4 additional staff required for 2 days to handle questions for scenarios in 1 – 9 above as well as processing thousands of transactions during the week of the 1 st fee deadline.	No additional space and additional staff requirements minimized. Questions from 1-9 above minimal as fees finalized prior to fee deadline.
11.	Student experience	Little time to make/finalize certain payment arrangements – RESP withdrawals, third party payments, sponsorship arrangements, etc. Possible late fees, late fee appeals, multiple payments, long line ups in first week of classes, etc.	Reasonable time to finalize courses, residence, financial arrangements, etc. Ample time to avoid last minute lengthy line ups.

Additional Considerations

- i. No major change in dates of the fee deadlines for summer session are being requested. Deadlines for Summer 2017/2018 dates are approximately 1 week after the start of regular classes in each of May and July. Summer is unique as there are multiple parts to the term. The parts of term are divided by the Registrar’s Office by the approximate start dates for May/June



and July/August. There are also irregular class dates and registration and refund dates vary greatly. Students may be paying for a course prior to class start date or after class start date.

- ii. Additional penalties such as Holds on accounts and cancellation from future terms will still be in effect. These penalty processes would begin approximately 1 week after the first fee payment deadline.
- iii. Communication to students – It is extremely important that any changes be communicated very clearly to students that the fee payment deadline is not the same as the registration revision deadline. Not withdrawing by the end of the revision period means that students are 100% financially responsible for the course whether they attend or not.
- iv. During the extended winter 2017 deadline (extended 3 weeks) the numbers of students who paid late was only reduced by approximately 500. Since the number of students who paid late did not change drastically, we believe that having an extended deadline will have the greatest positive impact on students who are trying to pay their fees on time and at the right amount.
- v. A review of the U15 institutions reveals the following information of how fee deadlines are timed (for the 14 that have dates published on web):

Before classes start	5
After classes start but before the revision deadline and again at revision deadline (University of Manitoba)	1
Equal to the revision deadline	1
<i>After the revision deadline</i>	7

Late Fee Amounts

Late Fee for missed payment	Current State	Proposed Future State
1 st Late Fee	Amount - \$50 on all term balances over \$100 Timing – approx. 5 business days <u>prior</u> to end of revision period	Amount - \$50 on all term balances over \$100 Timing – 10 business days <u>after</u> the end of revision period
2 nd Late Fee	Amount - \$40 on all term balances over \$100 Timing – day after the end of the revision period	Amount - \$50 on balances between \$500 and \$1000; \$100 on balances over \$1000 Timing – (Fall) November 1/(Winter) March 1
Summer Late	Amount - \$25	Amount - \$50



Fee	Timing – 1 st Thursday in each of May and July	Timing – no change
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Additional considerations for the 2nd late fee

- i. Balances \$500 and under have already been charged a fee of up to 10% of their balance at the first fee deadline thus it is felt that an additional fee is extreme.
- ii. Balances over \$500 but under \$1000 would receive the \$50 fee for effectively deferring their full payment beyond October. A majority of these students may have been taking reasonable steps to pay down their balance but still owe a moderate amount to the University.
- iii. The higher fee of \$100 is to be applied to accounts over \$1000. These accounts owe a significant amount of money to the University and have not reduced their balance to a reasonable amount by the end of approximately 2 months after classes have begun for the term.



AGENDA ITEM: Proposal for a Bachelor of Music (Music Education)

RECOMMENDED RESOLUTION:

THAT the Board of Governors approve a proposal to establish a Bachelor of Music (Music Education) [as recommended by Senate, March 7, 2018].

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- The Desautels Faculty of Music is proposing to introduce a Bachelor of Music (Music Education) degree.
- The proposed B.Mus.(Mus.Ed.) program would replace the Integrated Bachelor of Music/Bachelor of Education degree, a five-year degree currently offered by the Faculties of Music and Education. Admissions to the latter program have been suspended, for the period July 2017 – July 2018. Pending approval and implementation of the B.Mus.(Mus.Ed.), the Faculty of Music would bring forward a proposal to close the Integrated B.Mus./B.Ed. degree.
- The B.Mus.(Mus.Ed.) would be a four-year degree program that would require students to complete 132 credit hours of course work that would include: (i) Year 1 requirements common to all Bachelor of Music degrees in the Faculty; (ii) core Music and Music Education courses; (iii) breadth (Early/Middle Years only) and teachable minor requirements, as mandated by the province; and (iv) a requirement that students complete one of four concentrations in Early/Middle Years, Senior Years Choral, Senior Years Instrument, or Guitar/Strings.
- Graduates of the four-year B.Mus.(Mus.Ed.) would apply for admission to the two-year Bachelor of Education degree in the Faculty of Education, where they would complete the provincial requirements for Aboriginal and Indigenous education, special needs and diversity education, and mathematics.
- The program would prepare graduates for the music teaching profession by preparing them for the possibilities that they would be teaching multiple grade levels and/or a combination of instrumental, choral, and guitar, in one or more schools. It would also meet the current requirements of the Manitoba music curriculum by providing education in the areas of creativity, improvisation, technology, and cultural diversity.
- A maximum of fifteen (15) students would be admitted to the program each year, but the Faculty anticipates that the usual intake would be twelve (12) students.

RESOURCE REQUIREMENTS:

- Establishment of the program would require the introduction of six (6) courses totalling eighteen (18) credit hours, as described in the proposal. Otherwise, the proposed program would make use of courses already offered by the Faculty of Music.

- The total cost of delivering the program would be \$579,170, in Year 4, assuming an annual intake of twelve (12) students. The Faculty would not require new resources from the province. Revenue to support the program would be derived from the following sources: (i) tuition and course fees, which would generate \$243,001 and \$8,766, respectively, assuming an annual intake of 12 students; (ii) a reallocation of internal Faculty funds (\$309,652) currently used to support the Integrated B.Mus./B.Ed. program.
- Revenue would be allocated to (i) salary and benefits for new and existing staff, including 4.0 FTE Sessional Instructors (new; \$25,200), 0.20 Academic Administrators (existing; \$25,034), 4.15 FTE Academic Staff (reallocated; \$431,481), and 0.2 FTE Teaching Assistants (existing; \$16,349); (ii) annual costs for the purchase, rental, and repair of musical instruments (\$5,000); and (iii) one-time costs (\$55,000 over three years) for the purchase of musical instruments that are not available through manufacturer or retail rental programs.
- The Faculty of Music has sufficient teaching and rehearsal spaces in Taché Hall and state-of-the-art facilities, including a recording studio, a composition studio, and a multimedia lab.
- The University Library could support the proposed program, including the six course introduction, with existing collections.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

- The program is consistent with the University's mission to promote the social, economic and cultural well-being of the people of Manitoba and Canada, as it would be essential to the Desautels Faculty of Music's duty to the province to train music educators.
- The curriculum of the B.Mus.(Mus.Ed.) would address priorities for (i) Building Community that creates an outstanding learning and working environment and (ii) Creating Pathways to Indigenous achievement by introducing courses that would include cultural content for music educators and would address contemporary realities in the class room, including teaching in diverse classrooms.

IMPLICATIONS:

- The Faculty of Music has developed a plan to transition students from the existing Integrated B.Mus./B.Ed. program to the proposed B.Mus.(Mus.Ed.), as outlined in section D-7 and Appendix G of the proposal. Students admitted to the Integrated B.Mus./B.Ed. program in the Fall 2017 or earlier would be able to complete this degree. Students admitted to the B.Mus. program in the Fall 2017 who wished to transfer to the B.Mus.(Mus.Ed.) would transfer into Year 2 of the program, pending implementation of the program for the Fall 2018. If the program were implemented for the Fall 2019, students would transfer into Year 3.

ALTERNATIVES:

N/A

CONSULTATION:

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



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on Curriculum and Course Changes	November 15, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Planning and Priorities Committee	November 27, 2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive Committee	February 14, 2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposal from the Desautels Faculty of Music for a Bachelor of Music (Music Education)
- Report of the Senate Committee on Curriculum and Course Changes RE: Proposal for a Bachelor of Music (Music Education), Desautels Faculty of Music
- Report of the Senate Planning and Priorities Committee on a Proposal to Establish a Bachelor of Music (Music Education), Desautels Faculty of Music



Desautels
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music@umanitoba.ca

October 21, 2017

To: Mr. Jeff Leclerc, University Secretary

From: Dr. Edmund Dawe, Dean, Desautels Faculty of Music

Subject: Bachelor of Music (Music Education)

I support the enclosed proposal for a Bachelor of Music (Music Education) degree program to replace the existing Integrated Bachelor of Music/Bachelor of Education Program. This proposal is a restructuring of the Integrated program and addresses its challenges as well as contemporary demands of the music teaching profession reflected in the Government of Manitoba's revised music curriculum.

The current 5-year Integrated program was introduced in 1984. Over the past decade, this program has presented significant challenges with increased degree credits hours due to Government-mandated requirements for a non-music teachable minor, a breadth requirement for early and middle years, as well as aboriginal and indigenous education, special needs and diversity, and recent math requirements. As a result, the Integrated program now has an unreasonable workload and has become a 6-year degree for many students. Consistently, over 50% of our students are taking 6 years to complete all requirements yet, upon graduation, are entering the teaching profession with a classification 5 teaching certification.

Furthermore, the music teaching profession has changed considerably in recent years and music educators must now have a breadth of expertise to meet the realities they often face with teaching multiple grade levels and/or a combination of instrumental (band), choral and possibly guitar within one or multiple schools. Our program must also address recent changes in the Manitoba music curriculum. The proposed new model offers training in the areas of creativity, improvisation, technology, and cultural diversity – all fundamental to the modern music teaching profession, and important pillars of the Government of Manitoba's music curriculum.

In the proposed 4-year Bachelor of Music (Music Education) program, students will complete core Music and Music Education courses, required and elective Music Education courses in their chosen Concentration, a non-music teachable minor, and breadth requirement (early/middle years only). This will be followed by the current 2-year after-degree in Education where music students will join a cohort of future educators in early/middle or senior years' Concentrations. The after-degree will fulfill Government of Manitoba aboriginal and indigenous education, special needs and diversity, and math requirements. Furthermore, the new 4+2 model will ensure that our graduates are fairly compensated for the education they have completed. The result will be a better structured program with both Faculties continuing to work collaboratively to ensure an outstanding student experience, a more reasonable professional classification after graduation, and music educators who are better prepared for the professional demands of the 21st century.



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MANITOBA

An extensive consultation process was carried out and included: administration and staff in the Faculty of Education; current music students, faculty, and music alumni; the Manitoba Music Educators' Association and its affiliated organizations (Manitoba Band Association; Manitoba Orff Chapter; Manitoba Music Administrators' Association; Manitoba Classroom Guitar Association), and the Manitoba Teachers' Society. There is broad support for a new program.

A motion for the temporary cessation of the current Integrated Program effective September 2018 was approved by the Desautels Faculty of Music and Faculty of Education Faculty Councils, the President, and the Government of Manitoba.

My colleagues and I look forward to the implementation of this new program. Please contact me if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Edmund Dawe". The signature is written in a cursive, flowing style.

Dr. Edmund Dawe, Dean

NEW PROGRAM OF STUDY

Under *The Advanced Education Administration Act*

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

UM INTERNAL REQUIREMENTS:



UNIVERSITY
OF MANITOBA

1. Following unit approval, please submit the complete proposal electronically (.pdf single file) both to the Office Provost & Vice-President (Academic) and, for:
 - Undergraduate Programs: Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>. Please submit a **hard copy** to their office as well.
 - Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.)
 - All Programs: as preparation for submission to ALD, please submit a .docx file of the proposal, a .xlsx file of the Financial Support Form and .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.

2. Along with the information requested below, please **append** details on the following:
 - a) ALD Financial Support Form [*available through the Office of the Provost & Vice-President (Academic)*]
 - b) Admission and/or transfer criteria for the proposed program.
 - c) Course details for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
 - Undergraduate Programs: for SCCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>
 - Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
 - d) Any new academic regulations for the program that are not currently addressed in existing faculty/college/school requirements.
 - e) Letters of support from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
 - f) Library statement of support.
 - g) Where applicable, a transition plan for current students entering the new program.

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

SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: **Desautels Faculty of Music**

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

Program name: Bachelor of Music
Major: Music Education
Concentrations: Early/Middle Years
Senior Years Choral
Senior Years Instrument
Guitar/Strings

Credential awarded: Bachelor of Music (Music Education)

Funding request: None

<i>Office Use Only</i> One-time funding: _____ On-going funding: _____
--

Proposed start date: September 2018

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

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

Dr. Edmund Dawe, Dean
Desautels Faculty of Music
Room: T307 Taché Arts Complex
University of Manitoba
136 Dafoe Road
Winnipeg MB R3T 2N2

Edmund.Dawe@umanitoba.ca

Tel: 204-474-9465

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

The proposed new program will replace the current 5-year Integrated Bachelor of Music/Bachelor of Education degree which has been temporarily suspended effective September 2018. The Integrated program was established in 1984 and, over time, the degree requirements have increased to the point where it is no longer a reasonable expectation for students to complete the program in 5 years. Consistently, over 50% of our Integrated students are taking an additional year to complete the degree. Students graduate with a classification 5 teaching certificate when they have completed the equivalent of 6 years of post-secondary study. Furthermore, the current model does not address recent changes in the Manitoba music curriculum stemming from contemporary demands facing music educators with respect to technology, creativity and diversity in the classroom. Application for closure of the current Integrated program will be made pending approval of this new program.

The new Bachelor of Music (Music Education) will enable students to complete core Music and Music Education courses for the various concentrations, the Government-mandated teachable minor, and breadth (Early/Middle years only) requirements in the 4-year program. This will be followed by the current 2-year after-degree in Education.

To meet both longstanding professional demands for public school music educators and changes reflected in the new provincial curriculum, students will also be required to complete one of four possible Concentrations in the new model: Early/Middle Years; Senior Years Instrumental; Senior Years Choral; Guitar/Strings.

The proposed Bachelor of Music (Music Education) program will include a first-year core common to all Bachelor of Music students comprised of core Music courses and courses that fulfill the University of Manitoba's Math and Written requirements. While the majority of Music Education courses in the new model already exist in the Desautels Faculty of Music, three new courses will be required in all Concentrations:

MUSC 2100 Introduction to Music Teaching and Learning Cr.Hrs. 3: This course provides an introduction to philosophical, sociological, and psychological perspectives relevant to music teaching and learning, including reflective practice, development of music teacher identity, and critical analysis of pedagogical principles. This course includes fieldtrips.

MUSC 3102 Composition, Technology, and Improvisation for Music Educators Cr.Hrs. 3: This course explores the development of musical creativity through active participation in composition, improvisation, and informal music learning. Students will engage with a variety of activities, strategies and tools appropriate for numerous music education contexts.

MUSC 4896 Cultural Perspectives for Music Educators Cr.Hrs. 3: A study of non-Western musical practices and approaches to learning music, and implications for music teaching. This course is intended to prepare students for the diversity of the 21st century music classroom and studio.

The following new courses will be available as electives in Concentrations as specified below:

Electives in Early/Middle Years and Senior Years Choral Concentrations:

MUSC 3106 Orff Schulwerk 1 Cr.Hrs. 3: The philosophy, techniques and materials in Orff-Schulwerk, including practical activities in the areas of Basic Orff, creative movement, recorder, aural skills, choral techniques, and a laboratory component.

MUSC 3108 Kodály Music Education Cr.Hrs. 3: An introduction to contemporary Kodály-inspired pedagogy for preschool and early-years contexts. In addition to exploring philosophy, practice, and materials for music teaching and learning, course participants will have opportunities to develop their personal vocal, musicianship, and conducting skills.

Elective in Guitar/Strings Concentration:

MUSC 4894 Advanced Guitar Techniques Cr.Hrs. 3: This course offers experiences in and an exploration of informal music pedagogy which is one of the main ways people learn music. Traditionally, this is not addressed within a Music degree. This course also offers the opportunity to address the growth in public school guitar programs by giving Bachelor of Music (Music Education) students an option to broaden their experiences with guitar pedagogy.

Concentrations:

The **Early/Middle Years Concentration** provides both specialized training for early/middle years' teachers plus sufficient breadth to prepare Bachelor of Music (Music Education) graduates for positions that might involve teaching in multiple schools or in a rural school with a wider grade span.

The **Senior Years Instrumental Concentration** prepares graduates with specialized training to serve longstanding band programs throughout the province. A conducting course and a full range of instrumental techniques courses prepare graduates to effectively teach in all areas of a school band program.

The **Senior Years Choral Concentration** offers specialized training in conducting, choral and vocal techniques, and choral repertoire for graduates who will work in schools with choral programs. Furthermore, elective room in the program will enable students to take other courses that provide sufficient breadth of instrumental or early years training to enable graduates to teach in multiple schools or a school with a wider grade span.

The **Guitar/Strings Concentration** addresses the need to train future music educators to meet the demands of growing guitar programs in public schools. This Concentration offers specialized training and significant breadth in Music electives to prepare graduates for a wide range of career possibilities in general music and guitar programs.

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

4 years (8 semesters)

Total credit hours: 132

B-3 Intended outcomes of the program:

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

Manitoba is respected nationally for its public school music programs. The proposed new Bachelor of Music (Music Education) degree program maintains the longstanding training that has helped foster excellence in the provincial public school system. Our graduates will continue to acquire these specialized music education skills, the required non-music teachable minor (all Concentrations) and breadth (Early/Middle Years only). However, to address modern academic, cultural and social needs of the province, the curriculum of the new model is expanded to include training in the areas of technology and creativity, and cultural diversity. Our graduates will further strengthen the public school education system with a breadth of training that includes these important contemporary issues.

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

Universities are faced with the challenge of balancing the old with the new. Post-secondary programs for training music educators have been tested and proven to be effective for many decades. However, given the rapid expansion of technology in recent years, the emphasis on individual creativity and a more holistic approach to the study of music, and the reality of growing cultural diversity in our communities, our students now require greater breadth in their education to prepare them as future music educators. The new Bachelor of Music (Music Education) provides a better balance and breadth of training that will more effectively address the post-secondary learning needs of students in Manitoba.

B-4 Mode of Delivery

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

132 Total credit hours

Total contact hours

Total courses

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

Currently 100% in-person, online options may be incorporated in the future.

Online

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

Students will be admitted to the program under existing academic regulations. There is a common first year, three new required Music Education courses, and the option of one of four Concentrations. The four-year model will enable all students to complete the Government of Manitoba's mandated teachable minor, and breadth (Early/Middle Years only) requirements prior to the 2-year after-degree in Education.

Please see Appendix c) for progression of courses on a year-by-year basis (first-year core program and second-, third-, and fourth-year requirements for all Concentrations)

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

2018-19	2019-20	2020-21	2021-22
<p>Year 1 is a common Core program in all Concentrations:</p> <p>Early/Middle Years Senior Years Instrumental Senior Years Choral Guitar/Strings</p> <p>As part of the common Core program in Year 1, all students must complete University of Manitoba English (W) and Mathematics (M) requirements. The W and M requirements may also be used to fulfill the teachable minor (all Concentrations) and breath requirements (Early/Middle Years only). Total: 32 cr.</p>	<p>Early/Middle Years Core: 20 cr. Concentration: 6 cr. Breadth: 3 cr. Elective: 6 cr. Total: 35 cr.</p> <hr/> <p>Senior Years Instrumental Core: 20 cr. Concentration: 6 cr. Teachable Minor: 3 cr. Elective: 6 cr. Total: 35 cr.</p> <hr/> <p>Senior Years Choral Core: 20 cr. Concentration: 6 cr. Teachable Minor: 3 cr. Elective: 6 cr. Total: 35 cr.</p> <hr/> <p>Guitar/Strings Core: 20 cr. Concentration: 6 cr. Teachable Minor: 3 cr. Elective: 6 cr. Total: 35 cr.</p>	<p>Early/Middle Years Core: 10 cr. Concentration: 12 cr. Teachable Minor: 6 cr. Breadth: 6 cr. Total: 34 cr.</p> <hr/> <p>Senior Years Instrumental Core: 10 cr. Concentration: 12 cr. Teachable Minor: 9 cr. Elective: 3 cr. Total: 34 cr.</p> <hr/> <p>Senior Years Choral Core: 10 cr. Concentration: 12 cr. Teachable Minor: 9-12 cr.* Elective: 0-3 cr. Total: 34 cr.</p> <hr/> <p>Guitar/Strings Core: 10 cr. Concentration: 12 cr. Teachable Minor: 9 cr. Elective: 3 cr. Total: 34 cr.</p>	<p>Early/Middle Years Core: 7-10 cr. Concentration: 9 cr. Teachable Minor: 3-6 cr.* Breadth: 9 cr. Elective: 0-3 cr.* Total: 31 cr.</p> <hr/> <p>Senior Years Instrumental Core: 7-10 cr. Concentration: 12 cr. Teachable Minor: 3-6 cr.* Elective: 3-6 cr. Total: 31 cr.</p> <hr/> <p>Senior Years Choral Core: 7-10 cr. Concentration: 12 cr. Teachable Minor: 3 cr. Elective: 6-9 cr. Total: 31 cr.</p> <hr/> <p>Guitar/Strings Core: 7-10 cr. Concentration: 9-12 cr. Teachable Minor: 3-6 cr.* Elective: 3-9 cr. Total: 31 cr.</p>
TOTAL CR. HRS: 32	TOTAL CR. HRS: 35	TOTAL CR. HRS: 34	TOTAL CR. HRS: 31

*Teachable minor requirements vary in years 3 and 4 of the program depending on whether or not the student is using the University or Manitoba English (W) or Mathematics (M) requirement to fulfill the teachable minor. If the student chooses (W) or (M) as a teachable minor, this also creates more Elective room in Years 3 and 4.

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

YES.

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

No

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 12

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*):15

B-8.3 Anticipated date of maturity: 2022 (Year 4)

The program could handle a maximum capacity of 15. Based on enrolment trends for the current Integrated Program, 12 students per year would be a reasonable expectation for planning and budgeting.

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrolments	12	24	36	48	48
Graduates			12*	12	12

* Students who completed the required first-year core in 2017-18 (all current Bachelor of Music core courses) would enter year 2 of the curriculum in 2018-19 and graduate in May 2021.

SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE

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

This new program is strongly linked to the strategic priorities of the University of Manitoba and directly impacts four pillars:

Inspiring Minds: Create exceptional learning opportunities for students enhanced through new technological resources.

A new required course, MUSC 3102 Composition, Technology and Improvisation for Music Educators, provides students in all Concentrations with training in the use of new technologies to enhance creativity in the classroom – one of the core areas of the Manitoba music curriculum. New state-of-the-art facilities for the Desautels Faculty of Music opened in September 2017, and provide exceptional rehearsal, teaching, multimedia, and recording facilities to greatly enhance course content and delivery with new technological resources.

Creating Pathways: Recognize cultural diversity in our province. The new program incorporates cultural content for all future music educators and includes a new required course, MUSC 4896 Cultural Perspectives in Music Teaching and Learning. This course is being introduced in response to the diversity of music learners in the Manitoba school system and society at large. It provides an opportunity to introduce music educators to the music of non-Western cultural groups.

Building Community: Make the University of Manitoba the institution of first choice for potential students, staff and faculty. The combined breadth and specialized offerings of the proposed new program with the added core music education courses to address contemporary realities in the field, the new Bachelor of Music (Music Education) degree will be unique to this region and will help the Desautels Faculty of Music become a primary destination for students.

Forging Connections: Establish, strengthen and support meaningful connections between the University and the wider community and key stakeholders. The new program will strengthen connections to the wider education and music education communities, and better prepare our students for success after graduation. The Desautels Faculty of Music will continue to develop partnerships that will enhance our students' educational opportunities.

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

The program model was developed and unanimously approved by the Desautels Faculty of Music’s Music Education Committee. Subsequently, it was unanimously approved by the Faculty’s Curriculum Committee. Finally, it was reviewed and approved by Faculty Council. The models with the yearly course requirements for the Bachelor of Music (Music Education) Concentrations were approved at the September 9th Faculty Council meeting. The complete package with all required documentation was approved by Faculty Council on October 18th, 2017.

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

UM Undergraduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	October 18, 2017
SCCCC	_____
SPPC	_____
SCADM (<i>if applicable</i>)	_____
SCIE (<i>if applicable</i>)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC (<i>preliminary review</i>)	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

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

N/A

c-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?
 University of Manitoba Faculty of Education; Faculty of Music Students’ Association; Manitoba Music Educators’ Association; Manitoba Band Association; Manitoba Orff Chapter; Manitoba Classical Guitar Association; Association of Music Administrators of Manitoba; Manitoba Teachers’ Society; Manitoba School Boards Association.

c-3.3 How have students and faculty been informed of the intent to establish this program?
 Student and faculty were informed through information sessions. The Committees that approved the proposed model included student representatives, and these Committees were comprised of a diverse group of faculty representing all areas of the Desautels Faculty of Music.

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

While Brandon University offers a Bachelor of Music (Specialist in Music Education) program, ours is distinct in several areas:

1. Brandon's Bachelor of Music (Specialist in Music Education) is a 141 credit hour program. Our proposed Bachelor of Music (Music Education) is 132 credit hours.

2. Students get significant training in their Concentration in our proposal:

- Students in the Senior Years Instrumental Concentration complete 5 Techniques courses (Brass, Woodwinds, Percussion, Band/Orchestral Techniques 1 and 2), and Conducting.
- Students in the Senior Years Choral Concentration complete courses in Vocal Techniques, Conducting, Choral Techniques 1 and 2, and Choral Repertoire.
- Students in the Early/Middle Years Concentration complete two courses on Early Years pedagogy, Conducting and Orff or Kodaly pedagogy.
- A new Concentration in Guitar/Strings will provide an option that addresses the growth in guitar programs throughout the province and nationally.

3. We have developed specific course work in response to the new Manitoba Music Curriculum.

- MUSC 3102 Composition, Technology and Improvisation for Music Educators
- MUSC 4896 Cultural Perspectives for Music Educators

4. We offer electives and breadth that would potentially prepare graduates to teach music in more than one context if needed in a specific community.

5. Students may participate in an education-focused second ensemble (Edulab) to further develop their musicianship and pedagogical thinking.

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

N/A

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

Western University (London, ON). Western's program is a 132 credit hour degree but students do not receive credit for their participation in university music ensembles (choirs, bands, orchestra, etc.). In our model, students receive 2 academic credits for each music ensemble.

The features stated above in C – 4 will make ours distinct in western Canada.

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

N/A

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

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

The following data has been provided by Association of Music Administrators of Manitoba. There are currently 650 music educators in Manitoba. Many teachers teach in more than one music discipline, so the numbers/percentage below will be greater than 650/100%.

57% teach some or all of their workload in Early Years

41% teach some or all of their workload in Senior Years Instrumental Music

23% teach some or all of their workload in Middle Years or Senior Years Choral

11% teach some or all of their workload in Guitar

The average career expectancy for music educators is 25 years. The province would need approximately 26 new music educators to come on stream each year to maintain current levels. The proposed Bachelor of Music (Music Education) program will graduate approximately 12 students per year. Typically, the University of Manitoba and Brandon University graduate 15-24 music educators each year.

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

N/A

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

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

N/A

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

N/A

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

This is a restructuring of an existing program. The program will be funded through the unit's tuition and course fee revenue as well as internal allocation of faculty monies.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program (*anticipated length of time for each agreement.*)

N/A

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

What is proposed here is a new degree model to replace a longstanding one with no significant changes in enrolment anticipated. There will be budget implications with respect to hiring sessional instructors to teach 5 of the 6 new 3-credit hour courses. There are no additional implications in the areas of IT, library, computer, or space. A new position in the unit, a Student Advising Assistant, will be filled in the fall of 2017, providing additional resources in the area of student services.

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

One new course, MUSC 2100 Introduction to Music Teaching and Learning, will be taught by an existing full-time faculty member. Additional sessional instructors will be required to teach the other **new courses** listed below. All other courses in the list are taught by sessional instructors in the current Integrated program, and this practice will continue.

MUSC 3102 Composition, Technology and Improvisation for Music Educators

MUSC 3106 Orff-Schulwerk

MUSC 3108 Kodály Music Education

MUSC 3690 Percussion Techniques

MUSC 3780 Woodwind Techniques

MUSC 3790 Brass Techniques

MUSC 3800 String Techniques

MUSC 3884 Introduction to Jazz for Music Educators

MUSC 3894 Guitar Techniques

MUSC 4154 Choral Repertoire

MUSC 4894 Advanced Guitar Techniques

MUSC 4896 Cultural Perspectives for Music Educators

As stated above, a new support staff position, a Student Advising Assistant, will be filled in the fall of 2017 and will increase academic support services to all students in the Faculty.

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

The majority of courses required in the proposed new program are taught yearly or in rotation in the current Integrated program. This practice will continue. This significantly facilitates the implementation plan of the new program.

Year 1 (2018-19): Implementation of program. Core program required of all students.

If necessary to facilitate the transition process for students who have completed the core program required of all Bachelor of Music students in 2017-18, and plan to enter the proposed Bachelor of Music (Music Education) program in 2018-19: a current full-time faculty member can teach the only new second-year course required in all Concentrations of the proposed program: MUSC 2100 Introduction to Music Teaching and Learning.

Year 2 (2019-20): If needed for the transition process, a sessional instructor will be hired to teach the new third-year course required in all Concentrations: MUSC 3102 Composition, Technology and Improvisation for Music Educators. Sessional instructors will be hired to teach two Summer Session 2020 electives for the Early/Middle Years Concentration: MUSC 3106 Orff Schulwerk 1, and MUSC 3108 Kodály Music Education.

Year 3 (2020-21): If needed for the transition process, a sessional instructor will be hired to teach the new course required in all Concentrations: MUSC 4896 Cultural Perspectives for Music Educators.

Year 4 (2021-22): The new degree model will be fully operational.

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

No additional facilities are required as new state-of-the-art facilities opened in September 2017. These include: large acoustically-designed rehearsal/teaching spaces for concert band, wind ensemble, jazz orchestra, symphony orchestra, choirs, opera, and musical theatre. All large rehearsal rooms have 16-track recording capabilities. The facilities also include a recording studio with an isolation booth, an electro-acoustic composition studio, and a multimedia lab. With the most modern post-secondary music facilities in Canada, the Desautels Faculty of Music will be positioned to offer outstanding training opportunities for future music educators.

In terms of equipment, there will be annual costs associated with purchasing or renting musical instruments for the specialized instrumental Techniques courses. These costs will be covered through student course-related fees. The new program would also require a one-time purchase of musical instruments (\$55,000) for Techniques courses. These instruments are not available through manufacturer or retail rental programs, and will be purchased out of the unit's operating budget.

5 Yamaha student model oboes @ \$2400 each	\$12,000
5 Fox Renard bassoons @ \$7500 each	\$37,500
Remo World Music Drumming Drum Pack	\$ 5,400
Total:	\$54,900

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

N/A

SECTION E– TUITION

E-1 What are the proposed tuition fees?

Canadian/Permanent Residents: \$127 per credit hour for music courses, and comparable fee per credit hour for non-music courses for an annual tuition of approximately \$4100.00.

International Students are assessed at \$495 per credit hour. Note: we have not had an international student in the existing program and international tuition revenue is not included in planning assumptions.

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

These tuition fees are comparable to tuition for existing undergraduate programs in the academic unit.

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

Existing fees that would apply to all students in the proposed program:

2018-19: \$114.10

Major Practical Study Fee (MUSC 1400): \$55.00

Musicianship Lab Fees (MUSC 1384 and 1394 @ \$29.55/course) \$59.10

2019-20: \$114.10

Major Practical Study Fee (MUSC 2400): \$55.00

Musicianship Lab Fees (MUSC 2384, 2394 @ \$29.55/course): \$59.10

2020-21: \$55.00

Major Practical Study Fee (MUSC 3470): \$55.00

2021-22: \$55.00

Major Practical Study Fee (MUSC 4160 or 4470 – only one course required): \$55.00

Existing course-related fees apply to the following courses. These courses are required in some Concentrations in the proposed new program or may be used as electives in other Concentrations. These courses are also open to all Bachelor of Music students.

Percussion Techniques (MUSC 3690): \$26.90

Woodwind Techniques (MUSC 3780): \$64.59

Choral Techniques 1 and 2 fees (MUSC 4750, 4760): \$21.52 per course.

All fees listed above may be increased in the future.

New Course-Related Fees:

We are proposing a new \$100 course-related fee for each of the following 3000-level instrumental Techniques courses:

2021-22:

MUSC 3780 (3 cr)	Woodwind Techniques
MUSC 3790 (3 cr)	Brass Techniques
MUSC 3800 (3 cr)	String Techniques
MUSC 3894 (3 cr)	Guitar Techniques

A new \$100 course-related fee for the following 4000-level instrumental Techniques course:

2021-22:

MUSC 4894 (3 cr)	Advanced Guitar Techniques
------------------	----------------------------

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

The existing Major Practical Study and Musicianship Lab fees are the current course-related fees for all Bachelor of Music students. These courses will also apply to all students in the proposed Bachelor of Music (Music Education) program.

The specialized instrumental Techniques courses listed in E-3 above are required in the Senior Years Instrumental or Guitar/Strings Concentrations. These courses may also be used as electives by students in other Concentrations in the proposed program, or students in other Bachelor of Music programs. These courses require the rental and maintenance of some musical instruments and the maintenance of the Faculty's inventory of instruments. The annual instrument rental/maintenance cost is approximately \$1000 per course. With a registration of approximately 10 students per course per year and a course-related fee of \$100, these fees would generate sufficient revenues to cover the rental/maintenance costs.

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

The Desautels has a generous endowment to support renewable and one-time scholarships and awards for students in the proposed program.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

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

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

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

Bachelor of Music (Music Education)

Appendix a)

Advanced Learning Division (ALD) Program Proposal Financial Form
(Manitoba Advanced Learning and Education)

SPPC New Program Approval - Financial Forms

Manitoba 
Education and Advanced Learning
 ADVANCED LEARNING DIVISION
Program Proposal Financial Form

Form Instructions:

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

Overview	
Institution:	University of Manitoba
Program Name:	Bachelor of Music - Music Education
Contact Information:	Dr. Edmund Dawe, Dean, Desautels Faculty of Music, University of Manitoba
Date:	November 30-2017

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Contribution from Institution		\$ 9,661	\$ 9,661	\$ 20,228	\$ 10,567	\$ 30,492	\$ 10,265	\$ 39,851	\$ 9,359	\$ 39,851
Tuition		\$ 48,768	\$ 48,768	\$ 108,745	\$ 59,977	\$ 174,584	\$ 65,839	\$ 243,001	\$ 68,416	\$ 243,001
Student Fees		\$ 1,368	\$ 1,368	\$ 2,736	\$ 1,368	\$ 6,836	\$ 4,100	\$ 8,766	\$ 1,930	\$ 8,766
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)		\$ 39,312	\$ 39,312	\$ 44,957	\$ 5,645	\$ 181,308	\$ 136,351	\$ 309,652	\$ 128,343	\$ 309,652
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ -	\$ 99,109	\$ 99,109	\$ 176,666	\$ 77,557	\$ 393,221	\$ 216,555	\$ 601,270	\$ 208,049	\$ 601,270

Institution:	University of Manitoba
Program Name:	Bachelor of Music - Music Education
Contact Information:	Dr. Edmund Dawe, Dean, Desautels Faculty of Music, University of Manitoba
Date:	November 30-2017

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATION										
New Academic Salaries - Direct		\$ -	\$ -	\$ 7,200	\$ 7,200	\$ 18,000	\$ 10,800	\$ 25,200	\$ 7,200	\$ 25,200
Existing Academic Salaries - Direct		\$ 22,579	\$ 22,579	\$ 23,369	\$ 790	\$ 24,187	\$ 818	\$ 25,034	\$ 847	\$ 25,034
Reallocated Academic Salaries - Direct		\$ 39,936	\$ 39,936	\$ 82,668	\$ 42,732	\$ 249,779	\$ 167,111	\$ 431,481	\$ 181,702	\$ 431,481
New Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Professional/Support Salaries - Direct		\$ 14,746	\$ 14,746	\$ 15,262	\$ 516	\$ 15,796	\$ 534	\$ 16,349	\$ 553	\$ 16,349
Operating Expenses		\$ 6,600	\$ 6,600	\$ 6,600	\$ -	\$ 6,600	\$ -	\$ 6,600	\$ -	\$ 6,600
Student Support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Salary Expenses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Overhead		\$ 15,248	\$ 15,248	\$ 33,767	\$ 18,519	\$ 53,860	\$ 20,092	\$ 74,506	\$ 20,647	\$ 74,506
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ -	\$ 99,109	\$ 99,109	\$ 168,866	\$ 69,757	\$ 368,222	\$ 199,356	\$ 579,170	\$ 210,948	\$ 579,170

**SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)
New Program Approval - Financial Form**

FACULTY / SCHOOL Faculty of Music

PROGRAM Bachelor of Music(Music Education)

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)		1.00	3.00	4.00	4.00
Reallocated Academic Positions (FTE) (Appendix A)	0.50	0.80	2.50	4.15	4.15
Existing Academic Positions (FTE) (Appendix A)	0.20	0.20	0.20	0.20	0.20
New Professional/Support Positions (FTE) (Appendix A)					
Existing Professional/Support Positions (Appendix A)	0.20	0.20	0.20	0.20	0.20
New Indirect Staff (FTE) (Appendix A)					
Existing Indirect Staff (FTE) (Appendix A)					
Subtotal Staffing Requirements (FTE)	0.90	2.20	5.90	8.55	8.55

2. PROGRAM COSTS

Direct Program Costs

New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ 7,200	\$ 18,000	\$ 25,200	\$ 26,082
Existing Academic Salaries (incl bpl) (Appendix A)	22,579	23,369	24,187	25,034	25,910
Reallocated Academic Salaries - Direct - (Incl bpl) Appendix A	39,936	82,668	249,779	431,481	446,583
New Professional/Support Salaries (incl bpl) (Appendix A)					
Existing Professional/Support Salaries (incl bpl) (Appendix A)	14,746	15,262	15,796	16,349	16,921
Operating Expenses (Appendix B)	6,600	6,600	6,600	6,600	6,600
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	7,800	25,000	22,100	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-

SPPC Form

Subtotal Direct Program Costs	\$ 83,861	\$ 142,899	\$ 339,362	\$ 526,764	\$ 522,096
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Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	-	-	-	-	-
Tax on Grant and Tuition Revenue	10,371	22,893	36,401	50,206	53,010
Administrative Overhead	4,877	10,875	17,458	24,300	25,880
Subtotal Indirect Program Costs	\$ 15,248	\$ 33,767	\$ 53,860	\$ 74,506	\$ 78,889

Total Program Costs (Direct & Indirect)	\$ 99,109	\$ 176,666	\$ 393,222	\$ 601,270	\$ 600,985
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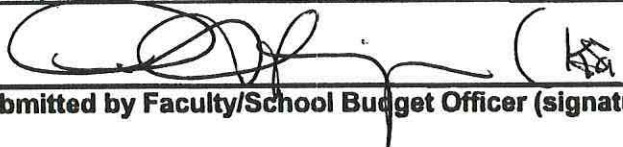
3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	12	24	36	48	48
Expected Enrolment (credit hours)	384	804	1,212	1,584	1,584

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)	\$ 9,661	\$ 20,228	\$ 30,492	\$ 39,851	\$ 39,851
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	48,768	108,745	174,584	243,001	258,796
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	1,368	2,736	6,836	8,766	8,766
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
Total Program Revenue	\$ 59,797	\$ 131,709	\$ 211,913	\$ 291,618	\$ 307,413

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	\$ 22,579	\$ 23,369	\$ 24,187	\$ 25,034	\$ 25,910
Professional and Support Salaries (Appendix A)	14,746	15,262	15,796	16,349	16,921
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)					
From Other Sources: from other sources within faculty	1,987	6,326	141,325	268,269	250,741
Subtotal Existing Resources	\$ 39,312	\$ 44,957	\$ 181,308	\$ 309,652	\$ 293,572

SPPC Form

6. Program shortfall (surplus) (Program Costs - Program Revenue - Existing Resources)	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	\$ -	\$ -	\$ -	\$ -	\$ -



Submitted by Faculty/School Budget Officer (signature)



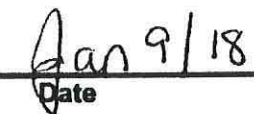
Date

Reviewed by Graduate Studies Business Manager
(For graduate program submissions only)

Date



Reviewed by University Budget Officer (signature)



Date

Average Salary Increase 3.5%
 Average Benefits and Pay Levy 20%

Appendix A - Salary Expenses

**SENATE PLANNING AND PRIORITY COMMITTEE
 NEW PROGRAM APPROVAL PROCESS**

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	-	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	1.00	6,000	3.00	15,000	4.00	21,000	4.00	21,735
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries			1.00	6,000	3.00	15,000	4.00	21,000	4.00	21,735
Benefits and Pay Levy	-	-	-	1,200	-	3,000	-	4,200	-	4,347
Total New Academic Salaries (Including BPL)	-	\$ -	1.00	\$ 7,200	3.00	\$ 18,000	4.00	\$ 25,200	4.00	\$ 26,082
Reallocated Positions										
Academic	0.50	\$ 33,280	0.80	\$ 68,890	2.50	\$ 208,149	4.15	\$ 359,567	4.15	\$ 372,152
AESES	-	-	-	-	-	-	-	-	-	-
Subtotal Reallocated Positions	0.50	33,280	0.80	68,890	2.50	208,149	4.15	359,567	4.15	372,152
Benefits and Pay Levy	-	6,656	-	13,778	-	41,630	-	71,913	-	74,430
Total Reallocated positions (Incl. BPL)	0.50	\$ 39,936	0.80	\$ 82,668	2.50	\$ 249,779	4.15	\$ 431,481	4.15	\$ 446,583
Indirect Staff (Within your faculty/school)										
EMAPS	-	-	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy	-	-	-	-	-	-	-	-	-	-
Total New Indirect Staff (Including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total New and Reallocated Staff	0.50	\$ 39,936	1.80	\$ 89,868	5.50	\$ 267,779	8.15	\$ 456,681	8.15	\$ 472,665

Appendix A - Salary Expenses

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	0.20	\$ 18,816	0.20	\$ 19,475	0.20	\$ 20,156	0.20	\$ 20,862	0.20	\$ 21,592
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	0.20	18,816	0.20	19,475	0.20	20,156	0.20	20,862	0.20	21,592
Benefits and Pay Levy	-	3,763	-	3,895	-	4,031	-	4,172	-	4,318
Total Existing Academic Salaries (Including BPL)	0.20	\$ 22,579	0.20	\$ 23,369	0.20	\$ 24,187	0.20	\$ 25,034	0.20	\$ 25,910
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.20	12,288	0.20	12,718	0.20	13,163	0.20	13,624	0.20	14,101
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	0.20	12,288	0.20	12,718	0.20	13,163	0.20	13,624	0.20	14,101
Benefits and Pay Levy	-	2,458	-	2,544	-	2,633	-	2,725	-	2,820
Total Existing Professional and Support Staff (Incl. BPL)	0.20	\$ 14,746	0.20	\$ 15,262	0.20	\$ 15,796	0.20	\$ 16,349	0.20	\$ 16,921
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy	-	-	-	-	-	-	-	-	-	-
Total Existing Indirect Staff (Including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total Existing Staff	0.40	\$ 37,325	0.40	\$ 38,631	0.40	\$ 39,983	0.40	\$ 41,383	0.40	\$ 42,831
GRAND TOTAL	0.90	\$ 77,261	2.20	\$ 128,499	5.90	\$ 307,762	8.55	\$ 498,064	8.55	\$ 515,496
Total New from ALD	-	-	-	7,200	-	18,000	-	25,200	-	-
Total Existing ALD	-	37,325	-	38,631	-	39,983	-	41,383	-	-
Total Indirect from ALD	-	-	-	-	-	-	-	-	-	-
Total		37,325		45,831		57,983		66,583		
Difference		(39,936)		(82,668)		(249,779)		(431,481)		
Total New from SPPC	-	-	-	7,200	-	18,000	-	25,200	-	26,082
Total Existing SPPC	-	37,325	-	38,631	-	39,983	-	41,383	-	42,831
Total Indirect from SPPC	-	-	-	-	-	-	-	-	-	-
Total		37,325		45,831		57,983		66,583		68,913
Difference		(39,936)		(82,668)		(249,779)		(431,481)		(446,583)

Notes/Assumptions

Existing resources	Total Cost	Allocated to this program as a %
Total Head count with the Music Faculty	250	
Number of students in the program	12	
Support staff salary	256,000	12,288
Ex Academics (Dean, Assoc. Dean)	392,000	18,816

Reallocated Resources	Year 1	Year 2	Year 3	Year 4	Year 5
Academics					-

Appendix A - Salary Expenses

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

Number of credit hours	32	67	101	132	132
New courses credit hours- less	-	(3)	(12)	(18)	(18)
Net Credit Hours	32	64	89	114	114
Teaching load	15	15	15	15	15
FTE Count Required	2.13	4.27	5.93	7.60	7.60
Salary (average instructor)	78,000	80,730	83,556	86,480	89,507
Total Salary	166,400	344,448	495,763	657,248	680,252
Students in this program	12	24	36	48	48
Total number of students	60	120	132	144	144
Costs Allocated to this program	33,280.00	68,889.60	208,148.89	359,567.42	372,152.28
New Sessional Costs					
New courses		1	4	6	6
		5,500.00	22,770.00	35,350.43	36,587.69

App B - Operating Exp.

Appendix B - Operating Expenses

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

<u>Direct Expenses</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
701BGT	Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT	Printing and Duplicating - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ -	\$ -	\$ -	\$ -	\$ -
708BGT	Telecommunications - Budget	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
740BGT	Equipment rental - Budget	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
740BGT	Repairs and Maintenance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Direct Operating		\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600

Notes/Assumptions

- 1 700 BGT- Assuming orientation expenses annually
- 2 Cost of 2 phones
- 3 Professional fees- cost of rental/repairs for the equipment

Appendix C - Student Support

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

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

Notes/Assumptions

Faculty of Music don't have any scholarship/bursary for this Program

Appendix E - Tuition

Fee Increase 6.5%

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	12	24	36	48	48
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	384	804	1,212	1,584	1,584
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 127	\$ 135	\$ 144	\$ 153	\$ 163
Undergraduate	48,768	108,745	174,584	243,001	258,796
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	\$ 48,768	\$ 108,745	\$ 174,584	\$ 243,001	\$ 258,796
• Continuing Fee - (enter annual continuing fee in yr 2)					
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
MUSC 1400 (\$55) (First yr. core, 12 students/yr)	660	660	660	660	660
MUSC 1384/1394 (\$59) (First yr. core, 12 students/yr)	708	708	708	708	708
MUSC 2400 (\$55) (2nd Yr. core, 12 students/yr)		660	660	660	660
MUSC 2384/2394 (\$59) (2nd yr. core, 12 students/yr.)		708	708	708	708
MUSC 3470 (\$55) (3rd yr. core, 12 students/yr)			660	660	660
MUSC 4160/4470 (\$55) (4th yr. core, 12 students/yr)				660	660
MUSC 3690 (Percussion) (\$27) (S/I, 4th year)				270	270
MUSC 4750 (Choral Tech.) (\$22) (E/M, S/C, G/S, 3rd year)			220	220	220
MUSC 4760 (Choral Tech 2) (\$22) (S/C, 3rd yr, G/S 4th yr.)			220	220	220
MUSC 3780 (Woodwind) (\$100) (E/M, 3rd year, 3 students/yr)			1,000	1,000	1,000
MUSC 3790 (Brass) (\$100) (E/M, 3rd year)			1,000	1,000	1,000
MUSC 3800/3894 (String/Guitar) (\$100) (G/S, 3rd yr.)			1,000	1,000	1,000
MUSC 4894 (Adv. Guitar) (\$100) (G/S, 4th yr)				1,000	1,000

Bachelor of Music (Music Education)

Appendix b)

Admission and/or transfer criteria

There are no new admission regulations or transfer criteria. Students are admitted under existing regulations.

Bachelor of Music (Music Education)

Appendix c)

I. Course details for required/elective courses (Indicates new course)

II. Yearly course requirements for all Concentrations

1. Early/Middle Years

2. Early/Middle Years with W or Math requirement as teachable minor

Early/Middle Years Concentration requires 12 credit hours in a non-music teachable minor.

Early/Middle Years Concentration requires 24 credit hours of breadth component. University of Manitoba English (W) and Mathematics (M) requirements can be used to fulfill the breadth component. Breadth component effective 2018-19:

- 6 credit hours of English Literature and/or French Literature
- 6 credit hours of Social Studies (History and/or Geography)
- 12 credit hours of Mathematics & Science comprised of:
 - 6 credit hours of Mathematics or Statistics
 - 6 credit hours from Science: Biology, Chemistry, Environmental Science, Geological Science or Physics

3. Senior Years Instrumental

4. Senior Years Instrumental with W or Math requirement as teachable minor

Senior Years Instrumental Concentration requires 18 credit hours in a non-music teachable minor.

5. Senior Years Choral

6. Senior Years Choral with W or Math requirement as teachable minor

Senior Years Choral Concentration requires 18 credits in a non-music teachable minor.

7. Guitar/Strings

8. Guitar/Strings with W or Math requirement as teachable minor

Guitar/Strings Concentration requires 18 credits in a non-music teachable minor.

III. For the Senate Committee on Curriculum and Course Changes:

Summary Sheet

Course Deletion Form (18 Cr. Hrs. deleted)

Course Introduction Forms (18 Cr. Hrs. introduced)

Course Outlines

Bachelor of Music (Music Education)

Required/Elective Coursework

Indicates New Course

MUSC 1004 Introduction to Music in History 1 Cr.Hrs 3

A survey of Western music from early monophony to c. 1750 through an examination of genres and aesthetic foundations. The course will include comparison to non-Western musical traditions.

MUSC 1014 Introduction to Music in History 2 Cr.Hrs. 3

A continuation of MUSC 1004, covering the eras from c. 1750 to the present. A survey of Western music from c. 1750 to the present through an examination of genres and aesthetic foundations. The course will include contemporary art music and comparison to non-Western musical traditions. Prerequisite: MUSC 1004 or consent of the Faculty of Music.

MUSC 1110 Music Theory 1 Cr.Hrs. 3

(Formerly 033.111) This course is designed to develop fluency in the writing and recognition of the elements of music: melodic and harmonic intervals, modes and scales, rhythm and metre, triads and inversions, and the principles of melodic and homophonic design. Prerequisite: Knowledge of music rudiments as demonstrated by a Placement Test given during the first week of classes, or by completing MUSC 1930 (or 033.193) with a mark of "C" or better.

MUSC 1120 Music Theory 2 Cr.Hrs. 3

(Formerly 033.112) An examination of the idioms of vocal melody through the writing and analysis of duple paraphrase, duple- and syncopated-rhythm counter-point in two parts, and tonal homophony leading to the Chorale phrase and Bar form. Prerequisite: a grade of "C" or better in MUSC 1110 (or 033.111).

MUSC 1180 Ensemble Cr.Hrs. 2

(Formerly 033.118) Participation in University Symphony Orchestra, University Wind Ensemble, Women's Choir, Concert Choir, University Jazz Orchestra, University Concert Band or University Singers, as is appropriate to the student's background and/or major applied area (placement to be determined by ensemble committee).

MUSC 1190 Ensemble Cr.Hrs. 2

(Formerly 033.119) Participation in a Faculty of Music Ensemble other than the one designated in MUSC 1180 (or 033.118) (placement to be determined by the Ensemble Committee).

MUSC 1384 Musicianship 1 Cr.Hrs. 2

A practical approach to the cultivation of critical aural perception, specifically, to develop the student's sight-singing, transcription and keyboard skills. Not to be held with MUSC 1380. For music students only.

MUSC 1394 Musicianship 2 Cr.Hrs. 2

A continuation of MUSC 1384. Prerequisite: MUSC 1384. Not to be held with MUSC 1390. For music students only.

MUSC 1400 Major Practical Study 1 Cr.Hrs. 6

(Formerly 033.140) Individual instruction in one of the following: any of the standard orchestral instruments (strings, woodwinds, brasses, percussion), classical guitar, harp, harpsichord, lute, organ, piano, recorder composition or voice. An important constituent of the grading procedure for this course is performance in, and attendance at, the recitals/concerts of the Faculty of Music. For Music students only.

MUSC 2100 Introduction to Music Teaching and Learning Cr.Hrs. 3

This course provides an introduction to philosophical, sociological, and psychological perspectives relevant to music teaching and learning, including reflective practice, development of music teacher identity, and critical analysis of pedagogical principles. This course includes fieldtrips.

MUSC 2110 Music Theory 3 Cr.Hrs. 3

(Formerly 033.211) An examination of the idioms of instrumental melody through the writing and analysis of triple paraphrase, triple- and quadruple-rhythm counterpoint in two parts, and chromatic homophony leading to the Minuet and binary form. Prerequisite: MUSC 1120 (or 033.112) or the consent of the Faculty of Music.

MUSC 2120 Music Theory 4 Cr.Hrs. 3

(Formerly 033.212) An examination of the diffusion of tonality in instrumental textures through the writing and analysis of chromatic paraphrase, florid counterpoint in two parts and chromatically-extended homophony leading to the Cavatina and ternary form. Prerequisite: MUSC 2110 (or 033.211) or consent of the Faculty of Music.

MUSC 2180 Ensemble Cr.Hrs. 2

(Formerly 033.218) Participation in University Symphony Orchestra, University Wind Ensemble, Women's Choir, Concert Choir, University Jazz Orchestra, University Concert Band or University Singers, as is appropriate to the student's background and/or major applied area (placement to be determined by ensemble committee). Prerequisite: MUSC 1180 or consent of the Faculty of Music.

MUSC 2190 Ensemble Cr.Hrs. 2

(Formerly 033.219) Participation in a Faculty of Music Ensemble other than the one designated in MUSC 2180 (placement to be determined by Ensemble Committee). Prerequisite: MUSC 1190 or consent of the Faculty of Music.

MUSC 2384 Musicianship 3 Cr.Hrs. 2

A continuation of MUSC 1394. Prerequisite: MUSC 1394. Not to be held with MUSC 2380. For music students only.

MUSC 2394 Musicianship 4 Cr.Hrs. 2

A continuation of MUSC 2384. Prerequisite: MUSC 2384. Not to be held with MUSC 2390. For music students only.

MUSC 2400 Major Practical Study Cr.Hrs. 6

(Formerly 033.240) Individual instruction, normally in the area chosen in MUSC 1400 (or 033.140). An important constituent of the grading procedure for this course is performance in and attendance at the recitals/concerts of the Faculty of Music. For Music students only. Prerequisite: MUSC 1400 or MUSC 1414.

MUSC 2460 Conducting Cr.Hrs. 3

(Formerly 033.246) The principles and development of baton technique and expressive gestures. Fundamentals of vocal and instrumental score reading, preparation and interpretation. Prerequisites: MUSC 1120 (or 033.112) or equivalent, or consent of the Faculty of Music.

**MUSC 3102 Composition, Technology and Improvisation for Music Educators
Cr.Hrs. 3**

This course explores the development of musical creativity through active participation in composition, improvisation, and informal music learning. Students will engage with a variety of activities, strategies and tools appropriate for numerous music education contexts.

MUSC 3106 Orff-Schulwerk 1 Cr.Hrs. 3

The philosophy, techniques and materials in Orff-Schulwerk, including practical activities in the areas of Basic Orff, creative movement, recorder, aural skills, choral techniques, and a laboratory component. Applicants should have a knowledge of music rudiments. Prerequisite: A grade of "C" or better in MUSC 1930 (or 033.193), or consent of the Faculty of Music.

MUSC 3108 Kodály Music Education Cr.Hrs. 3

An introduction to contemporary Kodály-inspired pedagogy for preschool and early-years contexts. In addition to exploring philosophy, practice, and materials for music teaching and learning, course participants will have opportunities to develop their personal vocal, musicianship, and conducting skills. Prerequisite: a grade of "C" or better in MUSC 1930 (or 033.193), or consent of the Faculty of Music.

MUSC 3180 Ensemble Cr.Hrs. 2

(Formerly 033.318) Participation in University Symphony Orchestra, University Wind Ensemble, Women's Choir, Concert Choir, University Jazz Orchestra, University Concert Band or University Singers, as is appropriate to the student's background and/or major applied area (placement to be determined by ensemble committee). Prerequisite: MUSC 2180 or consent of the Faculty of Music.

MUSC 3190 Ensemble Cr.Hrs. 2

(Formerly 033.319) Participation in a Faculty of Music Ensemble other than the one designated as appropriate to MUSC 3180 (or 033.318) (placement to be determined by Ensemble Committee). Prerequisite: MUSC 2190 or consent of the Faculty of Music.

MUSC 3360 Topics in Music Education Cr.Hrs. 3

(Formerly 033.336) This course may vary from year to year depending on the needs and interests of instructors and students.

MUSC 3470 Major Practical Study Cr.Hrs. 6

(Formerly 033.347) Individual instruction, normally in the area chosen in MUSC 2400 (or 033.240). An important constituent of the grading procedure for this course is performance in and attendance at the recitals/concerts of the Faculty of Music. Prerequisite: MUSC 1014, MUSC 1120, MUSC 1394, MUSC 2400 and MUSC 3230. For Music students only.

MUSC 3690 Percussion Techniques Cr.Hrs. 3

(Formerly 033.369) Class instruction in percussion instruments. Development of basic playing techniques and examination of materials and procedures for individual and group instruction. Prerequisite: MUSC 2460 or consent of the Faculty of Music.

MUSC 3780 Woodwind Techniques Cr.Hrs. 3

(Formerly 033.378) Class instruction in woodwind instruments. Development of music playing techniques and examination of materials and procedures for individual and group instruction. Prerequisite: MUSC 2460 or consent of the Faculty of Music.

MUSC 3790 Brass Techniques Cr.Hrs. 3

(Formerly 033.379) Class instruction in brass instruments. Development of basic playing techniques and examination of materials and procedures for individual and group instruction. Prerequisite: MUSC 2460 or consent of the faculty of Music.

MUSC 3730 Early Music Development Cr.Hrs. 3

(Formerly 033.373) Procedures and materials for the development of musicality in children through listening activities, movement, creativity, singing and classroom instruments. Prerequisite: MUSC 2460 and MUSC 3770 or consent of the Faculty of Music.

MUSC 3770 Vocal Techniques Cr.Hrs. 3

(Formerly 033.377) Class instruction in vocal technique. Development of good vocal and choral sound and examination of materials and procedures for individual and group instruction. Prerequisite or Co-requisite: MUSC 2460 or the consent of Faculty of Music.

MUSC 3800 String Techniques Cr.Hrs. 3

(Formerly 033.380) Class instruction in string instruments. Development of basic playing techniques and examination of materials and procedures for individual and group instruction. Prerequisite: MUSC 2460 or consent of the Faculty of Music.

MUSC 3884 Introduction to Jazz for Music Educators Cr.Hrs. 3

Procedures for organizing, rehearsing, and directing small and large group jazz ensembles. Study of repertoire and performance materials, with emphasis on personal understanding of jazz improvisation and style. Prerequisites: MUSC 2460 or consent of the Faculty of Music. Not to be held with MUSC 3880.

MUSC 3894 Guitar Techniques Cr.Hrs. 3

Class instruction in guitar technique. Development of basic techniques and examination of materials and procedures for individual and group instruction. Prerequisite: MUSC 2460 or consent of the Faculty of Music.

MUSC 4154 Choral Repertoire Cr.Hrs. 3

A study and examination of choral repertoire for various types of choral ensembles. Prerequisites: MUSC 2460 or consent of the Faculty of Music. Not to be held with MUSC 4150.

MUSC 4160 Major Practical Study Cr.Hrs. 6

(Formerly 033.416) Individual instruction, normally in the area chosen in MUSC 3470 (or 033.347). An important constituent of the grading procedure for this course is performance in and attendance at the recitals/concerts of the Faculty of Music. For Music students only.

MUSC 4180 Ensemble Cr.Hrs. 2

(Formerly 033.418) Participation in University Symphony Orchestra, University Wind Ensemble, Women's Choir, Concert Choir, University Jazz Orchestra, University Concert Band or University Singers, as is appropriate to the student's background and/or major applied area (placement to be determined by ensemble committee). Prerequisite: MUSC 3180 or consent of the Faculty of Music.

MUSC 4190 Ensemble Cr.Hrs. 2

(Formerly 033.419) Participation in a Faculty of Music Ensemble other than the one designated in MUSC 4180 (or 033.418) (placement to be determined by Ensemble Committee). Prerequisite: MUSC 3190 or consent of the Faculty of Music.

MUSC 4470 Major Practical Study Cr.Hrs. 6

(Formerly 033.447) Individual instruction, normally in the area chosen in MUSC 3470. An important constituent of the grading procedure for this course is performance in and attendance at the recitals/concerts of the Faculty of Music. Prerequisites: MUSC 2120, MUSC 2394 and MUSC 3470. For Music students only.

MUSC 4750 Choral Techniques 1 Cr.Hrs. 3

(Formerly 033.475) Procedures for organizing, rehearsing and conducting various types of choral ensembles. Examination of performance materials. Prerequisite: MUSC 2460 and MUSC 3770 or consent of the Faculty of Music.

MUSC 4760 Choral Techniques 2 Cr.Hrs. 3

(Formerly 033.476) Continued study in rehearsing and conducting standard choral ensembles. Study of repertoire and related literature. Prerequisite: MUSC 4750 (or 033.475).

MUSC 4770 Band and Orchestral Techniques 1 Cr.Hrs. 3

(Formerly 033.477) The historical development and present instrumentation of standard instrumental ensembles. Procedures for organizing, rehearsing and conducting bands and orchestras. Examination of performance and instructional materials. Prerequisite: MUSC 2460, MUSC 3790, MUSC 3780 and MUSC 3690 or MUSC 3800 or MUSC 3894 or consent of the faculty of Music.

MUSC 4780 Band and Orchestral Techniques 2 Cr.Hrs. 3

(Formerly 033.478) Continued study in rehearsing and conducting standard instrumental ensembles. Study of repertoire and related literature. Prerequisite: MUSC 4770 (or 033.477).

MUSC 4894 Advanced Guitar Techniques Cr.Hrs. 3

This course is an extension of MUSC 3894 with a particular focus on developing curricular resources for creative composition, diverse musical styles, and informal music learning. This course provides a brief introduction to electric guitar and ukulele. Pre-requisite: MUSC 3894 Guitar Techniques or consent of the Faculty of Music.

MUSC 4896 Cultural Perspectives for Music Educators Cr.Hrs. 3

A study of non-Western musical practices and approaches to learning music, and implications for music teaching. This course is intended to prepare students for the diversity of the 21st century music classroom and studio.

II. Yearly Course Requirements for all Concentrations

First-Year Core Program

Common to all Bachelor of Music students and all Concentrations in the proposed new degree

First Year

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Bachelor of Music (Music Education)
1. Early/Middle Years Concentration
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement*	3 cr
	W requirement*	3 cr
	TOTAL:	32 cr

***Can be used to fulfill the breadth component**

Requirements for breadth component effective 2018-19:

- 6 credit hours of English Literature and/or French Literature
- 6 credit hours of Social Studies (History and/or Geography)
- 12 credit hours of Mathematics & Science comprised of:
 - 6 credit hours of Mathematics or Statistics
 - 6 credit hours from Science: Biology, Chemistry, Environmental Science, Geological Science or Physics

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Breadth Requirement	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology and Improvisation for Music Educators	3 cr
MUSC 3106	Orff-Schulwerk 1 (summer session)	3 cr
or		
MUSC 3108	Kodály Music Education (summer session)	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3770	Vocal Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
	Teachable Minor	6 cr
	Breadth Requirement	6 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3360	Topics in Music Education	3 cr
MUSC 3730	Early Music Development	3 cr
MUSC 4160	Major Practical Study	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	Teachable Minor	6 cr
	Breadth Requirement	9 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
2. Early/Middle Years Concentration
(With W or MATH Requirement as Teachable Minor)
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement*	3 cr
	W requirement*	3 cr
TOTAL:		32 cr

***Can be used to fulfill the breadth component**

Breadth component effective 2018-19:

- 6 credit hours of English Literature and/or French Literature
- 6 credit hours of Social Studies (History and/or Geography)
- 12 credit hours of Mathematics & Science comprised of:
 - 6 credit hours of Mathematics or Statistics
 - 6 credit hours from Science: Biology, Chemistry, Environmental Science, Geological Science or Physics
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Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Breadth Requirement	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
TOTAL:		35 cr

Third Year

MUSC 3102	Composition, Technology and Improvisation for Music Educators	3 cr
MUSC 3106	Orff-Schulwerk 1 (summer session)	3 cr
or		
MUSC 3108	Kodály Music Education (summer session)	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3770	Vocal Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
	Teachable Minor	6 cr
	Breadth Requirement	6 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3360	Topics in Music Education	3 cr
MUSC 3730	Early Music Development	3 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	Teachable Minor	3 cr
	Breadth Requirement	9 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
3. Senior Years Instrumental Concentration
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation in for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3780	Woodwind Techniques	3 cr
MUSC 3790	Brass Techniques	3 cr
MUSC 4770	Band and Orchestral Techniques 1	3 cr
	MUSC Elective	3 cr
	Teachable Minor	9 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3690	Percussion Techniques	3 cr
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4780	Band and Orchestral Techniques 2	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	MUSC Elective	3 cr
	Teachable Minor	6 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
4. Senior Years Instrumental Concentration
(With W or MATH Requirement as Teachable Minor)
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3780	Woodwind Techniques	3 cr
MUSC 3790	Brass Techniques	3 cr
MUSC 4770	Band and Orchestral Techniques 1	3 cr
	MUSC Elective	3 cr
	Teachable Minor	9 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3690	Percussion Techniques	3 cr
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4780	Band and Orchestral Techniques 2	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	MUSC Electives	6 cr
	Teachable Minor	3 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
5. Senior Years Choral Concentration
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3770	Vocal Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
MUSC 4760	Choral Techniques 2	3 cr
	Teachable Minor	12 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3360	Topics in Music Education	3 cr
MUSC 3730	Early Music Development	3 cr
or		
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
MUSC 4154	Choral Repertoire	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	MUSC Electives	6 cr
	Teachable Minor	3 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
6. Senior Years Choral Concentration
(With W or MATH Requirement as Teachable Minor)
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3770	Vocal Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
MUSC 4760	Choral Techniques 2	3 cr
	MUSC Elective	3 cr
	Teachable Minor	9 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3360	Topics in Music Education	3 cr
MUSC 3730	Early Music Development	3 cr
or		
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
MUSC 4154	Choral Repertoire	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	MUSC Electives	6 cr
	Teachable Minor	3 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
7. Guitar/Strings Concentration
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3894	Guitar Techniques	3 cr
or		
MUSC 3800	String Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
or		
MUSC 4770	Band and Orchestral Techniques 1	3 cr
	MUSC Elective	6 cr
	Teachable Minor	9 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3730	Early Music Development	3 cr
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4750 or 4760	Choral Techniques 1 or 2	3 cr
or		
MUSC 4770 or 4780	Band and Orchestral Techniques 1 or 2	3 cr
MUSC 4894	Advanced Guitar Techniques	3 cr
or	MUSC Elective	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	Teachable Minor	6 cr
	TOTAL:	31 cr

Bachelor of Music (Music Education)
8. Guitar/Strings Concentration
(With W or MATH Requirement as Teachable Minor)
132 Credit Hours

First Year Core

MUSC 1004	Introduction to Music in History 1	3 cr
MUSC 1014	Introduction to Music in History 2	3 cr
MUSC 1110	Music Theory 1	3 cr
MUSC 1120	Music Theory 2	3 cr
MUSC 1180	Ensemble	2 cr
MUSC 1190	Ensemble	2 cr
MUSC 1384	Musicianship 1	2 cr
MUSC 1394	Musicianship 2	2 cr
MUSC 1400	Major Practical Study	6 cr
	MATH Requirement	3 cr
	W requirement	3 cr
	TOTAL:	32 cr

Second Year

MUSC 2100	Introduction to Music Teaching and Learning	3 cr
MUSC 2110	Music Theory 3	3 cr
MUSC 2120	Music Theory 4	3 cr
MUSC 2180	Ensemble	2 cr
MUSC 2190	Ensemble	2 cr
MUSC 2384	Musicianship 3	2 cr
MUSC 2394	Musicianship 4	2 cr
MUSC 2400	Major Practical Study	6 cr
MUSC 2460	Conducting	3 cr
	Teachable Minor	3 cr
	Music History Elective	3 cr
	Music History Elective	3 cr
	TOTAL:	35 cr

Third Year

MUSC 3102	Composition, Technology, and Improvisation for Music Educators	3 cr
MUSC 3180	Ensemble	2 cr
MUSC 3190	Ensemble	2 cr
MUSC 3470	Major Practical Study	6 cr
MUSC 3894	Guitar Techniques	3 cr
or		
MUSC 3800	String Techniques	3 cr
MUSC 4750	Choral Techniques 1	3 cr
or		
MUSC 4770	Band and Orchestral Techniques 1	3 cr
	MUSC Elective	6 cr
	Teachable Minor	9 cr
	TOTAL:	34 cr

Fourth Year

MUSC 3730	Early Music Development	3 cr
MUSC 3884	Introduction to Jazz for Music Educators	3 cr
or		
MUSC 3360	Topics in Music Education	3 cr
MUSC 4470	Major Practical Study	6 cr
or		
MUSC 4160	Major Practical Study	3 cr
and	MUSC Elective	3 cr
MUSC 4180	Ensemble	2 cr
MUSC 4190	Ensemble	2 cr
MUSC 4750 or 4760	Choral Techniques 1 or 2	3 cr
or		
MUSC 4770 or 4780	Band and Orchestral Techniques 1 or 2	3 cr
MUSC 4894	Advanced Guitar Techniques	3 cr
or	MUSC Elective	3 cr
MUSC 4896	Cultural Perspectives for Music Educators	3 cr
	MUSC Elective	3 cr
	Teachable Minor	3 cr
	TOTAL:	31 cr

SUMMARY SHEET

Desautels Faculty of Music

Deletions:

MUSC 3130	Music for Children 1	-6.0
MUSC 3140	Music for Children 2	-6.0
MUSC 4350	Music for Children 3	-6.0

Introductions:

MUSC 2100	Introduction to Music Teaching and Learning	+3.0
MUSC 3102	Composition, Technology and Improvisation for Music Educators	+3.0
MUSC 3106	Orff-Schulwerk 1	+3.0
MUSC 3108	Kodály Music Education 1	+3.0
MUSC 4894	Advanced Guitar Techniques	+3.0
MUSC 4896	Cultural Perspectives for Music Educators	+3.0

NET CHANGE IN CREDIT HOURS: 0.0

Bachelor of Music (Music Education)

Appendix d)

Any new academic regulations

There are no new academic regulations for the proposed Bachelor of Music (Music Education) program.

Bachelor of Music (Music Education)

Appendix e)

Letters of support (internal and external):

Dean, Faculty of Education

Senior Stick, Faculty of Music Student Association

President, Manitoba Music Educators' Association



UNIVERSITY
OF MANITOBA | Faculty of Education

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

May 26, 2017

Dr. Edmund Dawe, Dean
Desautels Faculty of Music
Winnipeg, MB R3T 2N2

Dear Dr. Dawe:

It is my pleasure to provide a letter of support for the proposed Bachelor of Music (Music Education) program. As our two faculties have been closely linked for the past number of years, it is my belief that this new program coupled with our After-Degree Bachelor of Education will strengthen the Music Education programs at the University of Manitoba and Music education in schools in the province.

As we are currently in a suspension of admission for the Integrated Bachelor of Music/Bachelor of Education, with the intention of discontinuing the program, I am pleased that the Desautels Faculty of Music has developed a proposed program that would address this gap. From my understanding, the proposed program will address some of the concerns with the Integrated B.Mus./B.Ed. program.

For example, when students in the Integrated program graduate, they do so at a Level 5 Classification with the Manitoba Teachers' Society, however, they have essentially completed a 6-year degree (174 required credit hours). The new program would have these students graduate at a Level-6 Classification in recognition of their new 4-year Bachelor of Music degree followed by a 2-year After-Degree Bachelor of Education.

Also of note, given the changes to both the music and education programs over recent years, the pathway through the current Integrated program is very challenging given the degree requirements for specialization in both programs. This new program would allow students to fulfil these requirements much more simply and also alleviate tremendous workload and overlap for staff in regards to scheduling.

Students who choose to pursue a Bachelor of Education following their 4-year Bachelor of Music (Music Education) will then be better integrated into the Bachelor of Education program and will have had the opportunity to complete all of their breadth requirements prior to their Education program. These changes will provide Bachelor of Music students with a stronger foundation to enter into the Education program and also a stronger support once they are admitted to the B.Ed. program. Currently, the straddling of two programs often leads to students struggling to find an identity with the Faculty of Education as teacher candidates.

I also believe that this proposed Bachelor of Music (Music Education) program will provide a better structured and paced program for students wishing to pursue a career in Music Education. With our two faculties working collaboratively, student experience can be improved and students can be classified appropriately following their graduation.

I support this proposed Bachelor of Music (Music Education) program and look forward to working with the Desautels Faculty of Music in its development.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Mandzuk". The signature is fluid and cursive, with a large loop at the end.

David Mandzuk, Ph.D.
Dean
Faculty of Education

Dr. Edmund Dawe
Dean, Desautels Faculty of Music
T307 Tache Arts Complex
University of Manitoba
R3T 2N2

September 24, 2017

Dear Dr. Dawe,

On behalf of the student body, the Faculty of Music Students Association (FMSA) fully supports the creation of the new Bachelors of Music Education program in Fall 2018. The current integrated dual degree program has many shortcomings, including the unreasonable amount of stress resulting from fitting six years of classes into five, and the fact that graduates from the program are not paid as much as their colleagues who do not complete an integrated program. We are confident that the restructuring of the program will fix these problems, as well as add new features that will improve the educational experience for students.

With mandatory classes in music technology and cultural perspectives in music, the new program prepares students for situations they will face as modern music educators. The innovative "Edulab" ensemble turns theory into practice, and allows students to collaborate and try new things. Finally, with more elective choices and an added guitar stream, students can tailor their degree to their individual strengths instead of being forced to take classes that are not relevant to their interests.

While the new degree program will be a great addition to the Desautels Faculty of Music, it will not be possible without strong support from the University, and consistent communication between the music and education faculties. We are optimistic that this program will set students up for a rewarding career in music education.

Sincerely,

A handwritten signature in black ink, appearing to be 'M. Warriner', with a long horizontal flourish extending to the right.

McKenzie Warriner
Senior Stick
Faculty of Music Students' Association
Desautels Faculty of Music



MANITOBA MUSIC EDUCATORS' ASSOCIATION
L'ASSOCIATION MANITOBAINE DES ÉDUCATEURS DE MUSIQUE
83 CELTIC BAY, WINNIPEG, MB R3T 2W8

Karen Tole-Henderson
President

Eric Marshall
Past President

Jewel Casselman
Manitoba Orff Chapter

Alice Cameron
Manitoba Choral Association

Jennifer Shead
Manitoba Band Association

Jordan Laidlaw
Manitoba Classroom Guitar
Association

Darryl Ferguson
Board Member

Robert Chrol
Board Member

Virginia Helmer
Board Member

Dr. Edmund Dawe, Dean
Desautels Faculty of Music
University of Manitoba
Room T307
136 Dafoe Road
Winnipeg, MB R3T 2N2

September 25, 2017

Dear Dr. Dawe

On behalf of the Manitoba Music Educators' Association (MMEA), I would offer support and recommendations for the proposed Bachelor of Music (Music Education) program that would be followed by a two year After Degree Program in Education.

The MMEA believes that the proposed program with a four-year Bachelor of Music (Music Education) and a two year After Degree in Education (4 + 2) will assist to alleviate many challenges that students have experienced in the Integrated Bachelor of Music/Bachelor of Education program. The Concentration degree models presented to our committee on May 3, 2017, represent a good redesign of the program for future Music Educators.

As the new Bachelor of Music (Music Education) program moves forward, there is a need for ongoing consultation with the broader Music Education community in Manitoba to ensure that the 4 +2 model will continue to properly equip graduates for music teaching in Manitoba classrooms. As the demands of our profession continue to change, we would appreciate the opportunity for representatives from the MMEA, Manitoba Band Association, Manitoba Choral Association, Manitoba Classroom Guitar Association, Manitoba Orff Chapter, and Association of Music Administrators of Manitoba to meet with representatives of the Desautels Faculty of Music and the Faculty of Education to continue our dialogue, offer input and to assist in the development and success of the new program in future years.

Thank you for your time and consideration. The MMEA Board looks forward to working together with you and the University of Manitoba as this project moves forward.

Sincerely,

Karen Tole-Henderson
MMEA President

Bachelor of Music (Music Education)

Appendix f)

Library statement of support



UNIVERSITY
OF MANITOBA

Libraries

University of Manitoba Libraries

Statement for New Programme

Faculty	Desautels Faculty of Music
Programme	Bachelor of Music (Music Education)

Statement

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

The proposed Bachelor of Music (Music Education) replaces the former integrated Bachelor of Music/Bachelor of Education program. Most of the coursework for students remains the same in the proposed programme, with the addition of six new courses listed below. The Libraries' collections can support these new courses, and it is not expected that the other changes will affect the Libraries' ability to support the programme.

- MUSC 2100 Introduction to Music Teaching and Learning
- MUSC 3102 Composition, Technology, and Improvisation for Music Educators
- MUSC 3108 Orff Schulwerk 1
- MUSC 3108 Kodaly Music Education 1
- MUSC 4894 Advanced Guitar Techniques
- MUSC 4896 Cultural Perspectives for Music Educators

Janneka Guise
Head, Eckhardt-Gramatté Music Library

Kerry Macdonald
Acting AUL Academic Engagement Services

Kristen Kruse
Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romanuk
Mary-Jo Romanuk
University Librarian

23 Jan 17
Date

cc Kyle Feenstra, Education and History Librarian
Nicole Michaud-Ostryk, Head, Elizabeth Dafoe Library

Bachelor of Music (Music Education)

Appendix g)

Transition plan

This proposal is a restructuring of an existing program with the majority of required and elective Music and Music Education courses for the new model being offered in the current Integrated Bachelor of Music/Bachelor of Education program. This helps significantly in facilitating a transition plan.

Current Integrated Bachelor of Music/Bachelor of Education students:

Students enrolled in the current Integrated program, including students admitted to the program for September 2017, will be able to complete their Integrated degree requirements.

Students planning to enrol in the proposed new program:

If there are current first-year Bachelor of Music students who decide to enrol in the proposed new Bachelor of Music (Music Education) degree, they will complete the core program required of all Bachelor of Music students in 2017-18, and enter Year 2 of the new Bachelor of Music (Music Education) program in September 2018 when the program commences. In 2018, the Faculty would therefore offer the only required new second-year course in the proposed program: MUSC 2100 Introduction to Music Teaching and Learning. This would enable uninterrupted progress of current first-year students through the new program. Two summer session courses, MUSC 3106 Orff-Schulwerk and MUSC 3108 Kodály Music Education can be offered if needed in the summer of 2019.

Furthermore, if the new Bachelor of Music (Music Education) program were delayed one year and commenced in September 2019, MUSC 2100 could be taught in 2018-19 as a MUSC 3360 Topics in Music Education course to ensure that students do not fall behind and can enter the third year of the proposed program in the fall of 2019. That year, the Faculty would also introduce the new required third-year course in all Concentrations: MUSC 3102 Composition, Technology and Improvisation for Music Educators.

Given that the majority of courses for the proposed new model are currently offered in the Integrated program, and the relatively small number of new course offerings in the proposed model, there is considerable flexibility to accommodate possible transition scenarios.

Report of the Senate Committee on Course and Curriculum Changes RE: Proposal for a Bachelor of Music (Music Education), Desautels Faculty of Music

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. At its meeting on November 15, 2017, the SCCC considered a proposal from the Desautels Faculty of Music to establish a Bachelor of Music (Music Education).
3. The proposed B.Mus.(Mus.Ed.) program would replace the Integrated Bachelor of Music/Bachelor of Education degree, which is a five-year degree that is currently offered by the Faculties of Music and Education. Admissions to the latter program have been temporarily suspended, for the period July 2017 – July 2018 (Senate, October 4, 2017). Pending approval and implementation of the B.Mus.(Mus.Ed.), the Faculty of Music would bring forward a proposal to close the Integrated B.Mus./B.Ed. degree.

Observations

1. The proposed B. Mus.(Mus.Ed.) would be a four-year degree program that would require students to complete 132 credit hours of course work that would include: (i) Year 1 requirements common to all Bachelor of Music degrees in the Faculty; (ii) core Music and Music Education courses, including MUSC 2100 – Introduction to Music Teaching and Learning, MUSC 3102 Composition, Technology, and Improvisation for Music Educators, and MUSC 4896 – Cultural Perspectives for Music Educators; (iii) breadth (Early/Middle Years only) and teachable minor requirements, as mandated by the province; and (iv) a requirement that students complete one of four concentrations in Early/Middle Years, Senior Years Choral, Senior Years Instrument, or Guitar/Strings.
2. The curriculum would prepare graduates for the music teaching profession, which has changed significantly since the Integrated B.Mus./B.Ed. degree was introduced in 1984, by preparing them for the possibilities that they would be teaching multiple grade levels and/or a combination of instrumental, choral, and guitar, in one or more schools. It would also meet the current requirements of the Manitoba music curriculum by providing education in the areas of creativity, improvisation, technology, and cultural diversity.
3. Graduates of the four-year B.Mus.(Mus.Ed.) would subsequently complete the two-year Bachelor of Education degree in the Faculty of Education, where they would complete the provincial requirements for Aboriginal and Indigenous education, special needs and diversity education, and mathematics. These individuals would be required to apply to the B.Ed. program (i.e. admission would not be automatic based on graduation from the B.Mus.(Mus.Ed.)). The SCCC was informed that the Faculty of Education had confirmed that Music students were consistently among the strongest applicants to the B.Ed. program in any given year. Given this, it was anticipated that most graduates of the B.Mus.(Mus.Ed.) would qualify for admission to the B.Ed. based on their competitive Admission Grade Point Averages.

4. The establishment of the B.Mus.(Mus.Ed.) program would require the introduction of six (6) courses (18 credit hours), as outlined in the proposal. Otherwise, the program would make use of existing courses in the Faculty of Music.
5. A maximum of fifteen (15) students would be admitted to the program annually.
6. The Faculty of Music has developed a transition plan, to transition students from the existing Integrated B.Mus./B.Ed. program to the proposed B.Mus.(Mus.Ed.), as outlined in section D-7 and Appendix G of the proposal. Students admitted to the Integrated B.Mus./B.Ed. program in the Fall 2017 or earlier would be able to complete this degree. Students admitted to the B.Mus. program in the Fall 2017 who wished to transfer to the B.Mus.(Mus.Ed.) would transfer into Year 2 of the program, pending implementation of the program for the Fall 2018. If the program were implemented for the Fall 2019, students would transfer into Year 3.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Bachelor of Music (Music Education), in the Desautels Faculty of Music.

Respectfully submitted,

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

Report of the Senate Planning and Priorities Committee on a Proposal to Establish a Bachelor of Music (Music Education), Desautels Faculty of Music

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs and is further charged with making recommendations to the President and reporting to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. At its meeting on November 27, 2017, the SPPC considered a proposal to establish a Bachelor of Music (Music Education) in the Desautels Faculty of Music.
3. The proposed program would replace the Integrated Bachelor of Music / Bachelor of Education degree program, which is a five-year degree program offered by the Faculties of Music and Education. Admissions to the Integrated B.Mus./B.Ed. degree were temporarily suspended for the period July 2017 – August 2018 (Senate, October 4, 2017). Pending approval and implementation of the B.Mus.(Mus.Ed.), the Faculty of Music would bring forward a proposal to close the Integrated B.Mus./B.Ed. degree.

Observations:

1. The proposed Bachelor of Music (Music Education) would be a four-year degree program that would require students to complete 132 credit hours of course work that would include: (i) Year 1 requirements common to all Bachelor of Music degrees in the Faculty; (ii) core Music and Music Education courses, including MUSC 2100 – Introduction to Music Teaching and Learning, MUSC 3102 Composition, Technology, and Improvisation for Music Educators, and MUSC 4896 – Cultural Perspectives for Music Educators; (iii) breadth (Early/Middle Years only) and teachable minor requirements, as mandated by the province; and (iv) a requirement that students complete one of four concentrations in Early/Middle Years, Senior Years Choral, Senior Years Instrument, or Guitar/Strings.
2. The program would prepare graduates for the music teaching profession, which has changed significantly since the Integrated B.Mus./B.Ed. degree was introduced in 1984, by preparing them for the possibilities that they would be teaching multiple grade levels and/or a combination of instrumental, choral, and guitar, in one or more schools. It would also meet the current requirements of the Manitoba music curriculum by providing education in the areas of creativity, improvisation, technology, and cultural diversity.
3. The Faculty anticipates an annual intake of twelve (12) students. A maximum of fifteen (15) students would be admitted to the program each year.
4. Establishment of the program would require the introduction of six (6) courses totalling eighteen (18) credit hours, as described in the proposal. Otherwise, the proposed program would make use of courses already offered by the Faculty of Music. As part of the proposal, the Faculty would also delete three (3) existing 6 credit hour courses. Thus, the net change in credit hours would be nil.

5. The total cost of delivering the program would be \$579,170, in Year 4, assuming an annual intake of twelve (12) students. The Faculty would not require new resources from the province to offer the program. Revenue to support the program would be derived from the following sources (as of Year 4):
 - tuition and course fees, which would generate \$243,001 and \$8,766, respectively, assuming an annual intake of 12 students;
 - a reallocation of internal Faculty funds (\$309,652) currently used to support the Integrated B.Mus./B.Ed. program.
6. Revenues identified in observation 5 would be allocated to (i) salary and benefits for new and existing staff, including 4.0 FTE Sessional Instructors (new; \$25,200), 0.20 Academic Administrators (existing; \$25,034), 4.15 FTE Academic Staff (reallocated; \$431,481), and 0.2 FTE Teaching Assistants (existing; \$16,349); (ii) annual costs for the purchase, rental, and repair of musical instruments (\$5,000) for MUSC 3102; and (iii) one-time costs (\$55,000 over three years) for the purchase of musical instruments for MUSC 3102 that are not available through manufacturer or retail rental programs.
7. The Desautels Faculty of Music has sufficient teaching and rehearsal spaces in Taché Hall and state-of-the-art facilities, including a recording studio, a composition studio, and a multimedia lab.
8. The University Library has indicated that it could support the proposed program, including the six course introduction, with the existing collections.
9. At its meeting on January 29, 2018, and on the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Music (Music Education), as the proposed program would be essential to the Desautels Faculty of Music's duty to the province to train music educators.

Recommendation

The Senate Planning and Priorities Committee recommends:

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

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

¹ http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf



AGENDA ITEM: University of Manitoba Budget Framework

RECOMMENDED RESOLUTION:

For information only

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

The Budget Framework document provides the Board of Governors and the University community information on the University's annual budget development and resource planning process. It also serves as a basis for discussion so that the President, the Provost and Vice-President (Academic), and the Vice-President (Administration) are aligned with the expectations of the Board prior to the presentation of the 2018/19 operating budget, and the 2018/19 tuition and fees proposal at the May 2018 meeting.

The document:

- Provides information on the function and structure of university finances in a straight forward and transparent manner.*
- Provides information on the University's new budget model, including a recap of the methodology and rationale for change.*
- Serves to guide resource allocation and planning decisions, and ensures the directives of the province are being met. Section III describes the key institutional plans that are considered within the University's integrated planning approach, beginning with the institution's overarching strategic plan - Taking our Place: University of Manitoba Strategic Plan 2015-2020.*
- Provides the transitory timeline required to accommodate the development of the 2018/19 operating budget under the new model, and key individuals and groups supporting the process during this time.*
- Explains the structure of the fund accounting method used by the University, including the purpose of funds, types of fund transfers that take place and the reasons for balances held in reserve in certain funds;*
- Provides various appendices on data and financial information that is used to inform decision making such as: operating revenue and revenue by fund type, expenditure trends by functional area and expenditure type, operating income by student and by province, and select comparative data with other medical doctoral universities. The appendices also provide revenue and expenditure trends related to capital, trust & endowment and research.*

Once approved, the Budget framework document is posted on the University's website.

The 2018/19 budget development and planning process began in the summer with the development of the 2018/19 operating estimates, submitted to the Province in the fall. At the instruction of the Province, the estimates were developed assuming: no change to the base operating grant and, a tuition rate increase in alignment with Bill 31. Bill 31 limits tuition and fee increases to 5% plus the consumer price index (CPI), and repeals Provincial approval and oversight of course-related fees. Salary and benefit projections were developed based on allowable increases as outlined in the Public Services Sustainability Act. In the fall of 2017, the University submitted a balanced 2018/19 operating budget projection to the Province.

The University will operate within the parameters of the new budget model beginning fiscal year 2018/19. The University will also use a new software tool – UMPlan to build the operating budget. A budget model implementation team was established to provide guidance to business managers on building their budgets in UMPlan using the new model. Over the summer and fall of 2017, business managers of academic units, ancillary services and central support units received orientation to the new budget model and received training on UMPlan.

Academic and administrative unit heads were provided with the tuition and other planning assumptions to guide them in developing their 2018/19 operating budget. All units are expected to operate at or near levels consistent with 2017/18, subject to overall funding availability.

Meetings to discuss the 2018/19 operating budgets of academic units, ancillary services and central support units took place between November 2017 and January 2018. The university received confirmation of CPI from the Province January 31, 2018. In consultation with the President, the Provost and Vice-President (Academic), the Vice-President (Administration), and the President's Budget Advisory Committee, further budget refinement is taking place through February to April 2018.

The University of Manitoba general operating fund budget 2018/19 and financial plans for the restricted and endowment funds 2018/19 will be presented to the Board of Governors on May 22, 2018. At this meeting, the Board will also be presented with a separate submission for 2018/19 Tuition and Fees. Due to the passage of Bill 31 and the implementation of the new budget model, the University will conduct a rigorous review of existing guidelines and approval processes governing tuition. It is anticipated that direct allocation of course-related fees to academic units will increase engagement with deans and directors to ensure established fees are justifiable and sufficient to cover costs. It is important that internal review and approval of proposed changes to tuition are transparent and effectively communicated.

RESOURCE REQUIREMENTS:

Revenue and expenditure projections for 2018/19 will continue to be refined as new information becomes available. The 2018/19 fiscal year will be a year of learning as the University transitions to the new budget model. It will be a 'hold harmless' year, whereby units can expect to receive budget sufficient to operate at or near levels consistent with 2017/18. As such, academic and central units were advised that strategic allocations for the 2018/19 year are unlikely, and units should leverage carryover to support strategic initiatives.

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

*The discussions leading up to the formation of the budget take place in the context of the **Taking Our Place: The University of Manitoba Strategic Plan 2015 - 2020** previously approved by Senate and by the Board.*

IMPLICATIONS:

The intent of the framework is to provide information and encourage discussion among the Board of Governors and the University Community, providing the President, the Provost and Vice-President (Academic), and the Vice-President (Administration) feedback and guidance in budget and resource planning expectations for 2018/19 and future years.

ALTERNATIVES:

None

CONSULTATION:

The budget framework document is prepared and compiled annually by the Financial Planning Office with inputs from various university departments. The Comptroller, the Executive Director Financial Planning and the Director of Integrated Planning review the document and provide feedback during the development phase. Final review and approval is provided by the Vice-President (Administration).



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Tom Hay</u>	<u>Feb 12, 2018</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>February 12, 2018</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<u>July 13, 2015</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	FAHR	March 6, 2018
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Mark Walc, University Budget Officer
Financial Planning Office

Submission approved by:

Attachment:

University of Manitoba Budget Framework document.

UNIVERSITY OF MANITOBA BUDGET FRAMEWORK

Release February 2018



UNIVERSITY
OF MANITOBA

UNIVERSITY OF MANITOBA BUDGET FRAMEWORK

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Accessible version of this document available upon request.

IMPORTANT NOTE TO READERS

The University of Manitoba Budget Framework is presented as a document that supports budget and planning transparency, accountability and communication to the members of the University community. This resource has been developed to ensure the University community has access to the organization's financial and planning information, including linkages to related and relevant information that assists in our decision-making.

In order to enhance clarity, when a term appears in **brown bold typeface** within the text, the reader will find a definition in the Glossary of Terms. Appendixes and Section links are indicated in **bold typeface and underlined**. Phrases or words underlined and in grey bold typeface indicate a link external to this document. Clicking on internal links for glossary terms or section references will take you to a corresponding point within this document. To return to the place where you left off reading in the text, simply click on the small "back" button, highlighted in yellow.

For ease of navigation, you'll also find a "Back to Table of Contents" link at the top right hand corner of every page, and a "Back to Previous" link at the bottom right hand corner of each page. Clicking on the "Back to Previous" link will take you back to your previous position in the document. As with many other PDFs, you can also navigate this document using the bookmark sidebar on the left hand side of the reading window.

Please note that downloading this University of Manitoba Budget Framework document may be required for full navigational functionality, which can be limited by browser and operating system types.

Throughout this document '2016/17' and '2017' are used interchangeably. The University of Manitoba's annual reporting year runs from April 1 to March 31. Therefore both 2016/17 and 2017 relate to the fiscal year that covers April 1, 2016 to March 31, 2017.

Your feedback on this document and the Budget and Planning webpage is welcome.

Click on the following link to access the feedback process:

[Feedback](#)

I. UNIVERSITY OF MANITOBA — QUICK FACTS

MISSION STATEMENT

To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

VISION STATEMENT

To take our place among leading universities through a commitment to transformative research and scholarship and to innovative teaching and learning — uniquely strengthened by Indigenous knowledge and perspectives.

VALUES

To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba values: academic freedom, accountability, collegiality, equity and inclusion, excellence, innovation, integrity, respect and sustainability.

AT A GLANCE

- Founding date of the University of Manitoba: 1877
- Degrees granted in 2016: 5,379

LEADERSHIP

- Chancellor: Mr. Harvey Secter
- Chair, Board of Governors: Mr. Jeff Lieberman
- President and Vice-Chancellor: Dr. David T. Barnard
- Provost and Vice-President (Academic): Dr. Janice Ristock
- Vice-President (Administration): Ms. Lynn Zapshala-Kelln
- Vice-President (Research and International): Dr. Digvir Jayas
- Vice-President (External): Mr. John Kearsey

STUDENTS IN FALL TERM 2016

- All students: 29,987
- Indigenous students: 2,400 students including 208 graduate students
- International Students: 5,074 students including 1,119 graduate students

FACULTY AND STAFF IN 2016/2017

- 9,235 (5,378 academic staff; 3,857 support staff)

ANNUAL TUITION FEES IN 2017/2018

- Canadian Students: Arts – \$3,550 Science – \$3,897
- International Students: Arts – \$13,517 Science – \$15,036

Appendix 25 provides additional selected statistics for the University of Manitoba.

II. SETTING THE STAGE — UNIVERSITY FINANCES

Each year the University of Manitoba spends close to \$1 billion in support of its mission. The funds for this spending come from numerous sources and go toward thousands of costs, from salaries to software.

In this section we will describe where the money comes from, how it is spent, who decides where it is spent and what rules are applied to guide these decisions.

WHERE THE REVENUE COMES FROM

As a public institution, the University's largest funder is the taxpayer. In 2016/17, approximately 39 per cent of the University's funding came from the provincial government's Department of Education.

Tuition and related fees from students are the second largest source of revenue, at approximately 17 per cent.

Other revenue comes from the various sources primarily in the form of research funding from the federal government, capital contributions, grants, donations and investment income.

RESTRICTED FUNDS

You might imagine all of that revenue going into a single pot of money the University could simply draw upon to apply to the priority of the day. It's not that simple, however, because many millions of those dollars can only be used for specific purposes that are spelled out by the individuals and organizations providing the money. Those dollars are referred to as **restricted funds**. For example:

- New University buildings are the most visible costs primarily resourced by restricted funds in the form of capital contributions.
- Research revenue is also restricted. Governments and other agencies provide money to the University to carry out research in specific areas. That money shows up as University revenue, but it cannot, for example, be used to fund a new academic program or repair an aging building.
- Philanthropic donations are restricted. The University benefits from thousands of individuals and organizations who make philanthropic gifts to the University. In most cases the donor specifies where the money goes, from student scholarships to research.

Annual financial plans, rather than detailed budgets, are created each year for all restricted funds. The effort required to create these plans is not as extensive as for the General Operating Budget. Stated simply, if revenue is not received in the restricted funds, costs will not be incurred. The same does not hold true for the General Operating Fund — hence the challenge to remain fiscally stable.

GENERAL FUNDS

Of the \$936 million in revenue received by the University in 2016/17, approximately 30 per cent was restricted in one way or another. Approximately 70 per cent, consisting primarily of the government grant plus tuition, makes up the University's General Operating Budget, which funds the University's day-to-day activities.

There is also a limited amount of restricted revenue in the Operating Fund referred to as **targeted or direct**. It includes research support costs (formerly called Indirect Cost of Research), targeted **ACCESS funds**, and any externally funded contract or project sources managed by the faculty or unit (for example, Manitoba Health funding for the Max Rady College of Medicine). Note, however, that even in the unrestricted parts of the Operating Budget there are 'non-discretionary' costs, such as mandatory pension payments, statutory payroll contributions and utilities.

HOW THE MONEY IS SPENT

In 2016/17, consolidated costs for all funds in the amount of \$802 million were spent in several primary areas.

- Core to the University's mission is its people. Academic and administrative salaries support the mission of the University, from teaching and learning to grounds maintenance and security. Salaries and benefits, therefore, are by far the most significant expenditure, making up about 59 per cent of our consolidated costs.
- The next most significant expenditure, at 13 per cent, is for materials, supplies and services. This is for essential supports across the University, such as audio/visual and other information technology, teaching lab and office supplies.
- The remaining expenses include scholarships and bursaries, utilities and **amortization of capital assets**.

DECIDING WHERE THE MONEY GOES

The University of Manitoba is a public entity with thousands of stakeholders, including taxpayers, students, researchers, professional associations, philanthropists and industry. They all influence how the University deploys its resources. The University's budget is approved by the Board of Governors, but much has to happen before the Board approves it.

The annual generation of the University's budget is a complex and lengthy process. It includes a series of steps that take place at specific times throughout the year. See [Section IV b — Budget and Planning Process Timelines](#) for more details.

The strategic planning and allocation process is led by the Provost and Vice-President (Academic) with input and consultation from the vice-presidents and President's **Budget Advisory Committee (BAC)**.

At its core are the academic needs of the individual faculties and schools, as defined and described by the deans and directors who have overall responsibility for how money is spent within their units.

The budget process begins with information gathering. Drawing from many sources, the Financial Planning Office gathers information about the factors that will affect the budget from one year to the next. This includes such things as economic growth and inflation forecasts, the price of oil and gas, salary trends and the expected amount of the annual provincial grant and tuition rate increases (based on communication from the provincial government). The projected student enrolment is also a key component of the budget creation.

Concurrently, faculties/schools and administrative units prepare their plans which outline their unit strategic priorities and supporting actions, taking into account any proposed financial impacts based on planning assumptions. Each unit's plan is reviewed and analyzed.

These submissions and advice from the related vice-presidents are considered when the Provost proposes resource allocations for consideration by the President following input from the BAC.

BUDGET PRESSURES FACING THE UNIVERSITY TODAY

The largest revenue contributor to the Operating Fund supporting the day-to-day activities of the University is the provincial operating grant. Manitoba's funding is fifth lowest in comparison to other provinces. (See [Appendix 8](#).) A provincially imposed 10-year domestic tuition freeze was lifted only a few years ago, and universities in Manitoba have not yet fully caught up to others in the rest of the country in terms of tuition revenue. (See [Appendix 9](#).) At the same time, there are a number of substantial cost pressures within limited control such as salaries, mandatory pension payments and insufficient funding for deferred maintenance and capital improvements. The largest expenses in the operating fund are salaries and benefits. Current salary projections are in alignment with the increased outlined in The Public Services Sustainability Act. Salary and benefit costs, as well as general inflation on supplies and materials continue to apply financial pressure on the organization.

BUDGET MODEL

In 2018/19 the University will move from a **centralized budget model** to a **decentralized budget model**. This initiative supports the Strategic Plan to form better linkages between planning and resource allocation to achieve the University's academic mission and priorities. In 2016 the University formed a Budget Model Redesign Steering Committee, chaired by the Provost and Vice-President (Academic), tasked with examining the University's approach to resource allocation and developing a set of recommendations for a new resource management, allocation and planning process. As part of the implementation of a new decentralized budget model, the approach to resource allocations will shift from a centrally driven allocation activity to one where revenues flow to individual units, providing them with more flexibility to support strategic initiatives from their own budgets. The decentralized budget model will be supported by **UMPlan**, a recently implemented technology-based budget and planning software solution.

The decentralized budget model is guided by five key principles: (1) aligning resource management, planning, and allocation with the University's mission and strategic priorities; (2) enhancing collaboration between and within academic and support units; (3) incenting creativity, innovation and the pursuing of revenue opportunities to position the University for a strong, sustainable future; (4) promoting fiscal understanding, responsibility, and accountability throughout the University; and (5) to be straightforward and transparent.

Key differences between the University's old budget model and new budget model include: the categorization of a unit as either an "academic unit", "ancillary services", or a "central support unit"; the allocation of operating revenues and central support unit costs to academic units based on algorithmically driven formulae; and, academic unit contributions to a "university fund" to support strategic allocations.

The 2018/19 fiscal period will be a 'hold harmless' year, whereby units can expect to receive budget sufficient to operate at levels consistent with 2017/18, subject to overall funding availability. The 2018/19 fiscal period is also a learning year during which time some regular activities (e.g. unit forecast submissions to central finance) have been suspended to allow time to focus on the new system, collaboratively work through the challenges, and become more comfortable with the budget model dynamics to help smooth the transition to a decentralized model.

As 2018/19 is a year of learning and transition, planning and development timelines, processes and expectations will be atypical. Refer to **Section IV b — Budget and Planning Process Timelines** for a summary timeline. Detailed timelines and steps can be found in the [Budget Development Plan](#) document.

From October 2nd to mid-December faculties and units prepared their budgets for the first time in the **UMPlan**. To guide their efforts, staff received extensive training which included "build your budget" sessions. Unit heads met with budget committees in November and January to discuss their 2018/19 operating plans with regards to academic programs, research or services. The meetings inform the draft operating budget, which will be recommended to the **Board of Governors** in May 2018.

More information on the new budget model, including guidance and communications to units, can be found on the [Budget Model Redesign](#) website.

III. INTEGRATED PLANNING AT THE UNIVERSITY OF MANITOBA

Planning excellence is necessary to manage effectively, particularly in times of uncertainty.

The University of Manitoba is a large and complex organization whose component parts share varying levels of status, autonomy and interconnectedness. Integrated planning is a way to draw together these components, and the planning of the University, in a more coherent and coordinated manner. This planning methodology is being embraced at many universities inside and outside of Canada as a response to the increased complexity of the planning context within higher education.

Integrated planning means more effective management of the University's resources toward common institutional goals and enhanced communication and collaborative planning across administrative and academic units. This approach will facilitate our academic plans and priorities, and align these priorities with financial and capital resources in order to better coordinate and ensure the responsible use of all resources. The new budget model is expected to support increased integrated planning at the University.

Integrated planning draws upon the academic and administrative units' own strategic and operational plans. Our planning activities are designed to promote an understanding of how these unit level plans align with the University's strategic plan, while serving the unique character and needs of those units.

The following sections describe the key institutional plans to be considered within the integrated planning approach.

A. STRATEGIC PLAN

Taking Our Place: University of Manitoba Strategic Plan 2015-2020.

After considerable consultation and development, *Taking Our Place: University of Manitoba Strategic Plan 2015-2020* was endorsed by the University Senate, and approved by the Board of Governors in November 2014.

In developing the plan, more than 50 input sessions were held involving almost 1,200 faculty, staff, students and alumni. Through a series of questions, they were asked to share their perspectives on the future direction of the University. This input was essential to the development of strategic priorities and in understanding the context within which the plan would be implemented.

All other planning documents at the University of Manitoba should be viewed within the context of *Taking Our Place*. It is used to guide our planning decisions, ensure that the needs of the province are met and ensure that the University builds on its tradition of excellence, innovation and global influence.

The plan is organized under five priorities:

PRIORITY I: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

The University of Manitoba is this province's research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size, and that equip our students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside the University of Manitoba. They are taught by excellent professors who are properly recognized and rewarded for their skills and achievements. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

PRIORITY II: DRIVING DISCOVERY AND INSIGHT THROUGH RESEARCH EXCELLENCE, SCHOLARLY WORK AND OTHER CREATIVE ACTIVITIES

The University of Manitoba is the primary research university for Manitoba. We have a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years. Through fundamental and applied research, we have made seminal contributions in many fields and have found life-changing solutions to problems faced by the peoples of Manitoba, Canada and the world.

We will champion research excellence, scholarly work and other creative activities and will elevate our position within the top 15 research-intensive universities in Canada. We will retain our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, arts and humanities. Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we will build and grow existing and emerging areas of research excellence and generate ideas and knowledge that will help address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We will enhance our reputation on the international stage, and provide our undergraduate and graduate students with an exceptional and transformative research experience to help them succeed in their chosen careers.

PRIORITY III: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

Manitoba has a large and growing Indigenous population that is younger and growing at a faster rate than the non-Indigenous Canadian population. Based on Statistics Canada census projections, it is estimated that Indigenous peoples will comprise nearly 19 per cent of Manitoba's population by 2026. As such, the success of First Nations, Métis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into learning, discovery and engagement programs, our University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

The University is committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through to graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Métis and Inuit K-12 students to better support academic success, building a more prosperous and

fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis and Inuit communities.

PRIORITY IV: BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,900 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our University community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment, each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, to the community as a whole and to Manitoba.

We believe an outstanding learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative and governance programs and processes. We are dedicated to provide all students, staff and faculty with learning, research and leadership support and development opportunities.

PRIORITY V: FORGING CONNECTIONS TO FOSTER HIGH-IMPACT COMMUNITY ENGAGEMENT

The University of Manitoba's mission embraces the traditional aspects of service to the community. However, under our *Forging Connections* strategy, we have refocused our efforts to better reflect the reality that we don't simply serve our communities — we engage with them. The University's relationships with our many colleagues, alumni, friends, donors and partners — local, national and international — are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to form closer collaborative relationships with them and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors and partners to have a direct and positive impact on people's lives.

IMPLEMENTATION

Taking our Place is an ambitious plan with high-level goals and accompanying actions related to the above priorities. Given the comprehensive range of goals and actions supporting the plan's priorities and their short- or long-term nature, it is expected to take the full life of the plan to see progress in all areas. Some initiatives are already underway and are expected to be accomplished in the short term. Other high-level goals require early attention in order to allow for appropriate planning and implementation, which could take months or years to complete.

In addition, some goals and supporting actions are best addressed by individual academic and administrative units, while others will need to be coordinated centrally. The Provost and Vice-President (Academic) leads the planning and assessment of the strategic implementation plan.

B. RESEARCH PLAN

University of Manitoba Strategic Research Plan 2015-2020

The **University of Manitoba Strategic Research Plan 2015-2020** was developed through a process of extensive consultation with the University's faculties and schools, and the research community, including the network of associate deans (research) and research liaison officers. It is a 'living document' addressing the new challenges and opportunities of our communities, and serves as a road map over the five years for the University to champion research excellence.

The structure of the strategic research plan supports the University's priorities as outlined in *Taking Our Place*, with particular relevance to *Priority II: Driving Discovery and Insight* and *Priority III: Creating Pathways to Indigenous Achievement*.

The strategic research plan identifies a number of core thematic and signature areas for enhancement.

CROSS-CUTTING RESEARCH THEMES

Understanding and Communicating Information transcends the fields of mathematics, statistics, physics, computer science and engineering where the foundations for acquisition, analysis, extraction and visualization of information have been established. It involves seeking new ways to deal with information across the University, from the arts and humanities to medical research.

Indigenous Research is an area of great contemporary relevance under which University researchers engage in Indigenous scholarship and disseminate knowledge in innovative ways. Researchers engage with their respective work in ways that honor opportunities to improve the lives of Indigenous peoples locally, nationally and globally and strengthen the way in which Indigenous and non-Indigenous peoples interface.

Sustainable Systems for Resilient Communities is fundamental research crucial to the future of Manitoba and Canada in the context of changing climate and increasing resource scarcity. University researchers examine questions of sustainability with three main foci: economic; social or equity-based; and environmental. This theme bridges the University's strengths in discovery-driven scientific research and interdisciplinary areas, including water systems, Arctic research, sustainable food production and research into sustainable buildings and energy systems.

SIGNATURE AREAS (ESTABLISHED AREAS OF EXCELLENCE)

Signature areas related to the research themes were identified based on established strengths and were assessed by metrics such as: i) relevance to issues of priority provincially, nationally and internationally, ii) impact on society, iii) contributions to discovery and innovation, iv) attraction of resources, v) prominent research leadership, and vi) significant collaboration and engagement.

The following signature areas will drive institutional initiatives and investment, ensuring the research enterprise continues to be at the leading edge of discovery and translates these discoveries to benefit society:

Arctic System Science and Climate Change is an area of strength for the University of Manitoba, with internationally renowned programs of research in Arctic science, climate change and its effect on Arctic sea ice. As the realities of rising global temperature and melting sea ice become increasingly apparent, research in this area is crucial to understanding, mitigating and adapting to the effects of a changing climate on Canada's Arctic and the world.

Immunity, Inflammation and Infectious Disease is an area in which University researchers are receiving international recognition for their leadership. Basic and translational research related to allergy and asthma, multiple sclerosis, rheumatoid arthritis, transplant immunology and emerging infections is transforming our understanding of the relationship of the immune system and inflammation to disease, and is leading the way to new treatments and vaccines.

Population and Global Health is a field in which the University has built a world-leading team of researchers, with highly developed networks of international partnerships and collaborations. University researchers are working within Manitoba and Canada and across continents to better understand the effects that the actions and characteristics of individuals, communities and populations have on health, and are engaged in the development of public health strategies and interventions for communicable and chronic disease prevention.

The strategic research plan also includes a deployment process and strategy for the Canada Research Chair, Canada Excellence Research Chair, Canada First Research Excellence Fund and Canada Foundation for Innovation programs.

The full strategic research plan is available on the University's Research and International webpage: http://umanitoba.ca/research/media/Strategic_Research_Plan.pdf

C. INTERNATIONAL STRATEGY

University of Manitoba International Strategy 2014

Our University is engaged internationally through the involvement and mobility of its faculty, staff and students. The international strategy identifies institutional supports and operational processes that will enable these activities to maximize their impact in alignment with the overall strategic direction of the institution.

As it is not practical for the institution to attempt to be all things to all people and regions, it must identify ways to encourage and stimulate activity in selected areas of existing strength at the institutional level. The goals of the international strategy are summarized as follows.

GOAL 1: ACADEMIC ENHANCEMENT THROUGH MEANINGFUL AND SUSTAINABLE INTERNATIONAL PARTNERSHIPS

- Sustainable strategic partnerships that support University of Manitoba academic priorities.
- Improved institutional supports to enhance the quality of faculty members' international activities.
- Faculty members engaged internationally through teaching, research and service.
- Effective faculty-led programs abroad that utilize scientific knowledge and context-appropriate approaches to improve program quality.

GOAL 2: EXCEPTIONAL STUDENT EXPERIENCE THROUGH INTERNATIONAL AND INTERCULTURAL LEARNING OPPORTUNITIES

- Sustainable international education programs based on an alignment of student and faculty priorities.
- University of Manitoba policies and practices that support student success internationally.
- Increased intercultural competency among University of Manitoba students.
- Safely managed international education programs for students.

GOAL 3: INDIGENOUS ACHIEVEMENT THROUGH GLOBAL ENGAGEMENT WITH INDIGENOUS COMMUNITIES

- University of Manitoba known as an international leader in the area of Indigenous research, teaching capacity building and knowledge sharing.
- Opportunities for University of Manitoba Indigenous students to explore goals and interests internationally that contribute to their academic success.
- University of Manitoba contributing to global networks of Indigenous communities.

GOAL 4: AN OUTSTANDING EMPLOYER THAT VALUES THE INTERNATIONAL ENGAGEMENT OF STAFF

- Incentives and recognition for faculty and staff members' international engagement.
- International professional development opportunities to increase global and intercultural awareness for University of Manitoba faculty and staff.

GOAL 5: AN INTERNATIONALLY ENGAGED UNIVERSITY WITH LOCAL RELEVANCE AND GLOBAL IMPACT

- University of Manitoba membership in networks and associations that advance our core values and enhance our global reputation.
- Partnerships with external stakeholders that lead to innovation, capacity-building, mutual learning and benefits for the University of Manitoba and its partners.
- Intentional University of Manitoba connections with ethno-cultural communities in Manitoba and worldwide.
- An active worldwide alumni network engaged with University of Manitoba international initiatives.
- Broad-based awareness and appreciation of University of Manitoba partnership impact in communities around the world.

The launch of the international strategy allows for a more comprehensive review of all University of Manitoba international activities in light of a consistent, strategic approach to assign appropriate resources that are accountable for specific deliverable objectives. The full strategy document is available at: <http://umanitoba.ca/research/international/strategy.html>

D. STRATEGIC ENROLMENT MANAGEMENT

Strategic Enrolment Management (SEM) Planning Framework: 2013-2018

A number of goals within *Taking Our Place* relate to a practice called strategic enrolment management (SEM). SEM recognizes that within a context of resource limitations, the University must be more strategic to realize the objectives of providing both high-quality programs and an outstanding student experience. SEM provides an opportunity to intentionally plan the size and composition of our student body, enhance the student experience and support student success.

The SEM Planning Framework was developed with these objectives in mind, and in keeping with our role within the province and as a U15 member research-intensive university. The planning framework was approved by both the University Senate and the Board of Governors, and sets out the following goals:

GRADUATE STUDENT ENROLMENT

- By 2023, the proportion of graduate student enrolment to total student enrolment should rise to 20 per cent.
- By 2023, the ratio of doctoral to (research-based) masters students should increase to one to one.

INDIGENOUS STUDENT ENROLMENT

- By 2018, Indigenous student enrolment should increase to 10 per cent of undergraduate enrolment and five per cent of graduate enrolment.
- By 2023, Indigenous student enrolment should increase to 15 per cent of undergraduate enrolment and eight per cent of graduate enrolment.

INTERNATIONAL STUDENT ENROLMENT

- By 2018, international student enrolment should increase to 10 per cent of undergraduate enrolment.
- By 2018, international student enrolment should account for 20 per cent of graduate enrolment.

STUDENT OUTCOMES

- By 2018, the persistence rate of first-entry, full-time students from first to second year should increase to 90 per cent.
- By 2018, the graduation rate of undergraduate students should increase to 60 per cent.
- By 2018, 80 per cent of research-based masters students should have completed their degree within a five year period.

-
- By 2018, the average time-to-completion for research-based masters students should be seven terms (28 months).
 - By 2018, 75 per cent of doctoral students should have completed their degrees within nine years.
 - By 2018, the average time-to-completion for doctoral students should be 15 terms (60 months).

Full implementation of the SEM Planning Framework will change the balance of graduate and undergraduate student enrolments as well as the composition of the student body (i.e., the proportion of Indigenous and international students). The framework also sets the context for ongoing monitoring and discussion of SEM goals, and provides essential information for integrated planning initiatives related to space planning, academic program development, housing accommodation and student support. A detailed action plan has been developed to support the goals outlined in the SEM Planning Framework.

The full planning framework document is available at: http://umanitoba.ca/admin/vp_academic/strategic_planning/SEM.html

E. MAJOR CAPITAL PLANNING

Capital planning at the University of Manitoba is conducted in the context of the University's strategic priorities as outlined in *Taking Our Place*. The vision of capital planning at the University of Manitoba is to transform our campuses into outstanding places for research, learning, working, and living through collaborative planning and project delivery, and building stewardship.

The Physical Plant departments of Architectural and Engineering Services (AES) and Operations and Maintenance (OM) are responsible for planning, construction and maintenance of all University facilities. This includes managing hundreds of active capital projects simultaneously and maintaining 6.41 million square feet in over 100 buildings over 670 acres.

The University of Manitoba maintains a Multi-Year Capital Plan, prepared by the Associate Vice-President (Administration) Office that identifies deferred maintenance, infrastructure renewal requirements and major capital projects. This plan is updated on an ongoing basis with input from faculties and departments.

A continuing challenge facing the University of Manitoba, along with its peer institutions across the country, is insufficient funding to maintain existing assets. With buildings ranging in age from new to over 100 years old, a large deferred maintenance backlog of over \$300M exists. More than 50 per cent of the University campus was constructed between 1956 and 1972. Since these building systems are so old, they are going to require significant investment in capital renewal in the next five to 10 years. Without addressing the increasing capital renewal requirements our buildings will see a more significant decline in the next decade.

The institution's current basic requirements are listed in Appendix 1.

F. CAMPUS AND SPACE PLANNING

The Campus Planning Office oversees the development of long-range master plans for both the Fort Garry and Bannatyne campuses and engages students, staff, faculty and neighbouring community members in their implementation. Related plans include:

VISIONARY (RE)GENERATION FORT GARRY CAMPUS MASTER PLAN

Since the completion of the open international design competition, the Campus Planning Office has been working with the competition-winning team to develop two key documents: the [Visionary \(re\)Generation Master Plan](#) for the Fort Garry campus, and a Local Area Plan for the Southwood lands. The Visionary (re)Generation Master Plan was approved by the Senate and Board of Governors in April 2016 as the official plan guiding the future design and development of the academic campus. Planning and engagement documents can be found at www.visionaryregeneration.com. Over the next year, work will continue on developing the Local Area Plan for Southwood, a document required by the City of Winnipeg for any development to take place on those lands.

BANNATYNE CAMPUS MASTER PLAN

The [Bannatyne Campus Master Plan](#) was approved in 2014, and is the official plan guiding the physical development of the campus. Since its approval by Senate and Board of Governors, it has been a key guide for new campus projects, most notably the initiative to develop a new building on campus for the College of Nursing and several other units. Over the past year it has also guided the University's input into the City of Winnipeg's initiative to design and construct a new separated bike lane along McDermot Avenue through the campus. Annual reports on the Plan's implementation are provided to the University's Campus Planning and Design Committee.

INDIGENOUS DESIGN AND PLANNING PRINCIPLES

Over the past two years, as part of the Visionary (re)Generation planning process, the Campus Planning Office has been collaborating with Indigenous leaders both within and outside the University, to develop [Indigenous Design and Planning Principles](#) to help guide the physical design and development of university lands. This initiative emerged from an international symposium on Indigenous Urban Design, hosted by the UM to advance the conversation around Indigenous planning and design issues within the context of Visionary (re)Generation. This resulted in an Indigenous Advisory Committee and Subcommittee, tasked with fashioning these principles which are now adopted for the University as a whole. The Campus Planning Office is now working with Indigenous stakeholders at the University, including the University's Indigenous Advisory Circle, to determine the best ways and means of ensuring these principles are implemented over time, and that Indigenous voices remain involved in implementing and overseeing them. The adoption of these principles is one way of fulfilling the "Building Community" pillar of the University's Strategic Plan, relating to weaving Indigenous cultures, languages, and symbols visible throughout our campuses.

SPACE PLANNING

Effective space planning is achieved through both the management of our existing resources and optimization of the physical space on campus.

The Fort Garry Campus and Bannatyne Campus Space Master Plans described above consist of a comprehensive space inventory and needs analysis and provide baseline data to analyze and compare space needs across campus. These continue to provide crucial information needed to optimize space utilization on campus.

The implementation phase of the Space Master Plans is now underway, focusing on priority needs identified in each faculty space plan and the overall space plan. Based on the results of these plans, a series of faculty and unit functional programming studies are being undertaken on a priority basis to provide more detailed space analysis in areas with the greatest need.

G. ENVIRONMENTAL SUSTAINABILITY STRATEGY

Sustainability at the University of Manitoba: A Strategic Vision for Action

In 2015-16 **Sustainability Strategy 2016-2018** was developed through an extensive consultation effort involving students, staff, faculty and external university partners, and was adopted as a roadmap for sustainability efforts by the University Board of Governors in March 2016.

Sustainability Strategy 2016-2018 advances a performance management framework with a set of baseline measures that aligns actions to specific outcomes. Where appropriate, it proposes specific, quantitative targets. This approach is coupled with annual reporting that will keep the University's sustainability efforts on track.

More broadly, the Office of Sustainability uses STARS (Sustainability Tracking, Assessment and Rating System) to analyze and compare performance; a "transparent, self-reporting framework for colleges and universities to measure their sustainability performance". STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education;
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the international campus sustainability community;
- Create incentives for continual improvement toward sustainability;
- Facilitate information sharing about higher education sustainability practices and performance;
- Build a stronger, more diverse campus sustainability community.

Through the use of STARS as a baseline development tool, the Office of Sustainability has a solid understanding of the current status of sustainability on campus, as well as some ability to compare how the University has performed over past years. STARS was developed by members and partners of the Association for the Advancement of Sustainability in Higher Education (AASHE). It is a living tool, regularly updated to reflect new research and practices.

The University achieved a Silver STARS rating in May 2015, and has set a target of achieving a STARS 2.0 Gold rating by the end of 2018-19.

H. IT PLANNING

IT governance provides strategic leadership for investments in information technology, establishes campus-wide IT priorities and policies in accordance with *Taking Our Place*, and is accountable to the university.

In January 2015, the University launched a renewed university-wide IT governance model with a more effective and accountable IT investment review and decision-making structure. This new model strengthens our ability to ensure innovative, reliable and robust information technology investments that align with the University's strategic goals.

The IT governance model is led by the University IT Advisory Council (UITAC), chaired by the Vice-President (Administration). Members include senior faculty and senior administrators from across the University who meet quarterly and report to the Vice-President (Administration) and the Chief Information Officer. UITAC is supported by several advisory committees that meet regularly and provide input to the UITAC. These advisory committees are organized around five thematic areas: Teaching and Learning, Student Experience, Research Computing, Administrative Operations and Services, and IT Architecture.

The two key governance priorities that UITAC oversees are:

- An enterprise IT strategic plan that articulates the strategic direction and priorities for IT at the university; and
- An IT investment review process whereby UITAC approves or rejects proposed initiatives. For this process, the definition of an IT investment is any initiative that meets one or more of the following conditions: (i) IT costs of \$20,000 or greater, (ii) effort from IST of 20 person-days or greater, and (iii) the proposed solution will require integration into the University's core IT infrastructure. This process ensures all proposals are received, assessed, prioritized and approved in a way that is rationalized to the University's objectives on a university-wide basis.

The IT Investment Governance Overview Guide is available at: <http://umanitoba.ca/computing/ist/guidelines/itgovernance.html>

I. CAMPAIGN PLAN

Front and Centre Campaign

With a fundraising goal of \$500 million, *Front and Centre, the Campaign for the University of Manitoba* is the largest philanthropic investment in the history of our province. We have identified campaign goals that will ensure our province's long-term economic, social and cultural vitality, and support the priorities set out in *Taking Our Place, University of Manitoba Strategic Plan 2015-2020*.

Our alumni, donors, and University community have helped us define five campaign priorities - areas in which the University of Manitoba is uniquely qualified to lead this province into a new era of unprecedented prosperity. They are: *Indigenous Achievement, Graduate Student Support, Research Excellence, Outstanding Student Experience* and *Places and Spaces*. These priorities respond to our province's most pressing needs and allow us to be responsive to some of the world's most urgent issues.

INDIGENOUS ACHIEVEMENT

By collaborating with Indigenous communities and stakeholders, the University of Manitoba is rebuilding trust in the current education system. Being a welcoming place translates into success for Indigenous students and their families, through greater accessibility and opportunity for Indigenous students. With support from the *Front and Centre* campaign, we will grow our scholarships and bursaries, and increase support for innovative programming and research on Indigenous issues.

Our plans for investment include:

- \$35 million for the National Centre for Truth and Reconciliation
- \$5 million for the Research Chair in Aboriginal Law
- \$17.5 million for the Indigenous Success Fund
- \$7.5 million for academic programming

GRADUATE STUDENT SUPPORT

A strong contingent of graduate students helps Manitoba compete globally as a leader in innovation. Our goal is to increase our graduate student population by offering more competitive fellowship opportunities, bolstering our research output in areas of established excellence, increasing our expertise in new and emerging areas, and producing the future leaders of our businesses, communities and government.

Our plans for investment include:

- A \$100 million endowment fund to support graduate fellowships

RESEARCH EXCELLENCE

We are one of Canada's 15 research-intensive universities and Manitoba's only research-intensive university. When we invest in research, we invest in our province's international reputation and its contribution to global innovation. The *Front and Centre* campaign will strengthen our province's research capacity by supporting new research chairs, fostering the attraction and retention of an ever-increasing and award-winning community of innovators.

Our plans for investment include:

- \$40 million for the University of Manitoba research chair program
- \$40 million for expansion of our research community

OUTSTANDING STUDENT EXPERIENCE

We know that meeting the needs of our students pays huge dividends. Supporting an outstanding student experience unlocks the potential in our students, helping them discover new paths and positioning them for academic and career success.

Our plans for investment include:

- \$20 million for new teaching chairs
- \$75 million for scholarships and bursaries
- \$10 million for experiential and service learning opportunities

PLACES AND SPACES

Creating first-rate places and spaces demonstrates our commitment to people and their success, inspiring our University community in its pursuit of learning, discovery and growth. Through planned improvements and development, we will create much-needed spaces that promote and foster academic, professional and personal success for students, professors and researchers at the University of Manitoba.

Our plans for investment include:

- \$52.5 million for upgrades to libraries, classrooms and laboratories
- \$50 million for the inter-professional health education complex
- \$35 million for the Taché Arts Project, a multi-disciplinary home for our art, music and theatre programs
- \$12.5 million for the Active Living Centre, an ultra-modern fitness and research facility that will help Manitobans enjoy healthier lifestyles, build healthier communities and explore solutions to manage and prevent chronic diseases

J. UNIT LEVEL PLANS

Further Integration of the Strategic Plan

Implementation of *Taking Our Place* occurs through University-wide initiatives, as described in the plans described above, but also through the considerable activity conducted in individual academic and administrative units. Each year, units develop plans that enable their own strategic and operational activities within the context of *Taking Our Place*.

IV. DEVELOPING THE BUDGET [◀ Back](#)

A. PLANNING CONTEXT

The University of Manitoba is the largest university in the province and is the province's sole medical/doctoral university. Like other large post-secondary institutions in Canada, the University is challenged in offering existing programs and services at previous levels. Increasing salary costs and mandatory pension obligations coupled with minimal control over our primary revenues contribute to the difficulty in supporting additional programming or much needed service enhancements.

The largest source of revenue for the University is the grant received from **MET**. The second largest source of revenue is controlled by Manitoba's Advanced Education Administration Act which provides a framework for the setting of tuition fees at the University of Manitoba. In the Fall of 2017, Bill 31 was passed through legislation that amended the restrictions on tuition increases and removed the restrictions on course-related fees. These changes allow for greater ability to accurately set tuition and course fees based on program costs and provides for greater flexibility in long-term planning. The 2018/19 operating budget has been developed applying a 6.5% tuition rate increase composed of a general rate increase of 5% plus a projected consumer price index increase of 1.5%.

As a government reporting entity, the University is required, under The Fiscal Responsibility and Taxpayer Protection Act, to prepare a balanced budget.

The discussions leading to the formation of the budget take place in the context of these financial challenges while maintaining focus on *[Taking Our Place, University of Manitoba Strategic Plan 2015-2020](#)* and other University plans described in **Section III** of this document. The budget is intended to reflect the priorities, activities and strategies that move the University toward our objectives.

The oversight, advice and guidance of the Board of Governors is essential in ensuring that the University's strategic priorities are achieved and thus the Board plays a key role in budget development. The Board continues to demonstrate good governance practices and has initiated many important improvements over the last number of years. Restructuring of Board meetings to devote more discussion and energy to areas of key strategic importance has generated positive feedback and has more strongly aligned the expectations of the **President's Executive Team (PET)** with those of the Board.

Through thoughtful planning, continued engagement and collaboration, we will collectively strive to achieve our vision while ensuring maximum benefit from our resources.

B. BUDGET AND PLANNING PROCESS TIMELINES

June 2017	<p>Letter of request for estimates for 2018/19 received from Post-Secondary Education and Workforce Division, Department of Education and Training, Province of Manitoba (MET).</p> <p>Prior year carryover is finalized and approved.</p>
Jul. - Sept. 2017	<p>2018/19 operating estimates prepared based on planning assumptions provided by province, submitted to MET in early September.</p> <p>Budget assumptions are developed and verified.</p> <p>Academic, ancillary and central support units receive training and orientation to the new budget system and model.</p>
Oct. – Dec. 2017	<p>Senior executives meet with MET to present estimates.</p> <p><u>2018/19 Budget Development Guidelines</u> released.</p> <p>Current year fiscal forecasts are prepared by central finance. Collection of unit level forecasting is temporarily paused during this period.</p> <p>Central support units prepare budgets and submit templates that provide alignment to the overall strategic plan priorities and key budget information.</p> <p>Financial Planning Office reviews all submissions for reasonableness.</p> <p>Central support units meet with the Central Unit Allocation Committee (CUAC) to review the budget submissions.</p> <p>Academic and ancillary units prepare budgets and submit templates that provide alignment to the overall strategic plan priorities and key budget information.</p> <p>Financial Planning Office reviews all budget submissions for reasonableness.</p>
Jan. – May 2018	<p>Deans and ancillary directors meet with the Provost and Vice-President (Academic) and Vice-President (Administration) to review the budget submissions.</p> <p>The Executive Budget Committee (EBC) develops budget recommendations in light of <i>Taking Our Place</i>.</p>

Jan. – May 2018 (ctd) Financial Planning Office prepares draft operating budget based on EBC recommendations for presentation to the **President’s Budget Advisory Committee (BAC)**.

The Provost and Vice-President (Academic) and Vice-President (Administration) meet with the **BAC** for feedback/advice on budget recommendations.

President considers BAC advice; EBC advised budget recommendations; Financial Planning Office prepares and submits draft operating budget to VP (Admin), Provost, and President for submission to the BoG.

Spring 2018 Province announces operating grant.

May 2018 2018/19 Budget presented by the President to Board of Governors for approval.

C. ESTIMATES

The annual budget process commences each year with the provincial government’s request for an estimate of our budgetary requirements for the upcoming fiscal year. The communication typically arrives in June and the submission is due in early to mid-September. Assumptions are provided in the request upon which the estimates are based. For 2018/19 the University was asked to assume grants held at 2017/18 levels and a tuition increase of 6.5 per cent.

A consultation meeting is held with the deputy minister and staff from the Post-Secondary Education and Workforce Development Division of **MET** to review the impact of the assumptions and the University’s overall financial plan. We discuss the specific pressure points within our institution and provide information on the accomplishments or initiatives our organization is pursuing. The 2018/19 Estimates Submission can be found at: http://umanitoba.ca/admin/financial_planning/6234.html

D. RESOURCE PLANNING

Resource planning is among our most important annual initiatives. It is a process that allows us to operationalize our strategic priorities and ensure that we are appropriately supporting student success, research and scholarly work and our academic mandate overall.

The planning process for the 2018/19 budget was amended to reflect the changes to the budget model and to provide time for transition related to the new model. To facilitate this transition, units were notified that new strategic allocations should not be expected in the 2018/19 budget. Resource planning remains, however, an important activity. Academic units submitted planning information that summarized their priority activities for the coming year when submitting their budgets in December 2017. This is followed by meetings with the Provost and Vice-President (Academic) and the Vice-President (Administration) to discuss their recent and upcoming challenges and priorities. Administrative units were directed to expect resource levels similar to 2017/18 budget levels. They submitted and presented their budgets at meetings of the **Central Unit Allocation Committee (CUAC)** in November along with planning information.

E. BUDGET DEVELOPMENT

The operating budget is split into the following two categories:

Restricted

The restricted operating budget is sourced from externally generated revenue which is received for a specific purpose. Restricted operating revenue includes:

- Direct tuition revenue
- Donations
- Non-government grants
- Miscellaneous income
- Other Province of Manitoba
- Government of Canada
- Sales of goods and services
- Ancillary Services revenue

The restricted operating budget is self-sustaining, meaning the expenses incurred to earn restricted revenues must be funded by the same restricted revenue. These budgets are developed based on thoughtful consideration of past experience and realistic expectations of future results, ensuring the revenue budget is equal to the expense budget.

Unrestricted

The unrestricted operating budget is sourced from unrestricted revenues that are received to support core University operations. Unrestricted operating revenue includes:

- The base operating grant
- Indirect tuition revenue
- Investment income

The unrestricted operating budget is prepared based on realistic expectations of future results, informed by University wide assumptions and/or unit specific information, which includes but is not limited to:

- The estimated operating grant level based on most recent information from **MET**
- Allowable tuition rate increase as directed by the Provincial government
- Enrolment projections informed by current demographic trends
- Salary projections informed by current collective bargaining
- Additional Mandatory Pension payments as determined by the University Actuary
- Other University wide costs such as utilities, insurance, and property taxes

Like the restricted operating budget, the unrestricted revenue budget must balance to unrestricted expenses, as the University is not permitted to table a deficit budget.

F. BUDGET MONITORING

Faculties and units prepare fiscal year forecasts for restricted operating revenues/expenses and unrestricted operating expenditures on a regular basis. These periodic reports inform Provincial quarterly reporting requirements on top-down projections for the year, and anticipated unit specific unspent operating funds (carryover). The latter provides units the opportunity to plan for future year cash flows over and above what they will receive as part of their annual operating budget allotment. In addition, the **Board of Governors** receives a report of actual results and a year-end projection at the end of the first, second and third quarters.

G. 2017/18 OPERATING BUDGET

For the 2017/18 fiscal year, the base operating grant from the provincial government remained in line with the previous year funding. Tuition and course-related fees were approved for increases of up to 1.3 per cent, the rate of inflation. Funding from the Province for the two previous fiscal years was very similar.

The **Budget Advisory Committee (BAC)** met on three occasions to advise the President on budget priorities. Various scenarios were considered with respect to balancing priorities related to the University's strategic plan as well as to provide continuing support to faculties, schools and administrative units. The final proposed budget represented the recommended balance in addressing those needs.

The 2017/18 Operating Fund Budget and Financial Plans for Restricted and Endowment Funds were approved by the **Board of Governors** on May 23, 2017. The full Board of Governors submission can be found at: http://umanitoba.ca/admin/vp_admin/financial.html

Throughout the fiscal year, the Board of Governors receives quarterly reports on each fund comparing actual for each quarter with prior year actual and projected full-year results.

V. ADDITIONAL FINANCIAL INFORMATION

A. Fund Categories and Inter-Fund Transfers

The University of Manitoba is currently responsible for the financial stewardship of more than \$936 million annually in support of its teaching, research and community service mission. The University classifies resources used for various purposes into separate funds that correspond to its major activities and objectives. They are grouped into three categories: **general funds**, which includes funds for general operating, specific provisions and expenses funded from future revenues; **restricted funds**, which includes research and special, the capital asset, staff benefits and trust funds; and the **endowment fund**, which includes endowed funds of the University. All are described in greater detail on the following pages.

Under certain circumstances, approval is granted for transfers between fund types. This is called an **inter-fund transfer**.

B. Inter-Fund Transfers

In the certain circumstances in which approval is granted for transfers between fund types — for example, when a faculty/unit purchases a capital item (e.g., equipment, vehicles, etc.) — the expenditure must be reported as an inter-fund transfer out of the fund that paid for the item (e.g., the Operating or Research fund), with an offsetting inter-fund transfer into the Capital Fund.

Debt servicing costs funded from Operating are also transferred to the **Capital Asset Fund**. An example is the technology fee collected from students as part of the approved debt servicing plan.

More details and explanations relating to inter-fund transfers can be found under [Appendix 5](#) commentary.

C. General Funds

1. GENERAL OPERATING

General Operating reports unrestricted resources and restricted resources received or accrued for general operating purposes and for equipment and renovations not meeting the University's capitalization criteria. Included in this fund are academic, administrative, operational and ancillary costs funded by tuition and related fees, government grants, net investment income, miscellaneous income, ancillary income and sales of goods and services to external parties. **Ancillary services** are self-sustaining, and include the U of M Bookstore, parking, student residences, pharmacy/post office and Smartpark.

The **General Operating Fund** is managed through the Operating Budget approved by the Board of Governors. The approved Operating Budget is based on the best estimate of revenues and expenses known at the time. When the budget is established, funds are held centrally for transfer to units as required throughout the year to cover various cost increases such as salary increases.

[Appendix 3](#) summarizes the Operating Fund revenue over the last five years. Operating Fund revenue has grown steadily over the past five years, mainly from increases to the operating grant, which is the largest source of operating revenue for the University. In 2017, the MET operating grant represented 54.8 per cent of total operating revenues. The second largest source of operating revenue is tuition and related fees, which represented 25.1 per cent of total operating revenue in 2017.

[Appendix 4](#) summarizes operating expenditures by type from 2013 to 2017. More than three-fourths

of operating revenue is spent on salaries and salary related costs. In 2017 this represented 75 per cent of total operating expenditures. A five-year statement of general operating revenue and expenditures by type is reflected in **Appendix 5A**. Part A of that appendix indicates net revenue of \$102M for 2017. This amount is prior to fund transfers that represent various commitments the University has, such as; purchase of capital assets (examples include library books, furnishings, lab equipment), debt servicing, scholarships and awards, faculty and unit provision funds, building care and carryover. These allocated funds support the work of the University and are mostly held in our academic units to improve the student experience and faculty work. Details of inter-fund transfers for the past five years are shown in **Appendix 5B**.

The University of Manitoba has been actively involved in the **U15** data exchange, and progress continues to be made on a set of indicators that will allow the University to measure its activities both over time and in comparison to its U15 peers. As budget considerations should take place against a backdrop of shared information, we strive to reach a common set of comparable measures with other research-intensive universities. Some data collected by the **Canadian Association of University Business Officers (CAUBO)** has been provided. Although derived from the same source, CAUBO data varies somewhat from the data extracted from the University's annual financial report due to varying definitions.

The next three appendixes provide comparative information demonstrating where the University of Manitoba ranks in various funding and expenditure areas amongst other universities in Canada.

Appendix 6 compares 2016 general operating expenditures among U15 universities.

Appendix 7 compares 2015/16 operating income per enrolment by province. Manitoba is third lowest in the country when comparing general operating income per full-time-equivalent (FTE) student enrolment. Manitoba's low ranking is mainly attributed to both lower provincial operating grant funding compared to the other provinces and to years of a provincially imposed tuition freeze, which the Manitoba government has since lifted. Based on the recent passing of Bill 31 legislation, tuition is now permitted to not only increase based on the provincial version of the consumer price index (CPI) but for a rate increase as well.

Appendix 8 indicates that provincial government funding per FTE student enrolment increased by 41.7 per cent between 2005/06 and 2015/16. Manitoba's funding is fifth lowest in comparison to the other provinces.

Appendix 9 shows the percentage of change in undergraduate tuition revenue for western provinces from 2001/02 to 2017/18. As already highlighted, tuition revenues are the second largest source of operating revenue for the University. In 2016/17, tuition accounted for 25.1 per cent of total operating revenues. Between 2001/02 and 2016/17 the fees have increased by 26.4 per cent which is substantially less than the increase in British Columbia, Saskatchewan, Alberta and Canada as a whole. As mentioned, this is attributable to the provincially imposed tuition freeze, which was lifted in 2009/10. Based on 2016/17 tuition rates, the University of Manitoba would generate an additional \$45.4 million in operating revenues if it charged the same tuition rates as the University of Saskatchewan.

Appendix 10 shows that between 2001/02 and 2015/16, Manitoba had the second lowest increase in tuition fees across Canada — second last only to Newfoundland, which realized a 9.1 per cent decrease.

Appendix 11 summarizes the net expenditures per fiscal full-time-equivalent (FFTE) student by faculty over a five-year period. This table is evidence of the significantly higher costs of delivering professional programs.

Appendix 12 summarizes the net expenditures per FTE student by faculty over a five-year period indexed to 2011/2012. This table demonstrates the significant increase in costs with respect to the delivery of the majority of our programs. Increased costs are in part attributed to accreditation requirements, increased experiential program components and technological improvements.

2. SPECIFIC PROVISIONS

The University annually sets aside funding in provisions for specific purposes. The **Specific Provisions Fund** records appropriations made from/to the General Operating, Capital Asset and Research and Special funds. These appropriations are made to provide future funding for the replacement, improvement or emergency maintenance of capital assets, large scale operational projects, minor renovations projects, unit carryover, income protection where potential volatility exists and a fiscal stabilization provision to offset potential spending in excess of future budgets and other matters. Such appropriations are shown as **inter-fund transfers** in the Statement of Operations and Changes in Fund Balances within the University's **annual audited financial report**.

Table 1 shows the provisions accounts that have been set up.

Table 1 – Specific Provisions Fund Balance at March 31, 2017 (dollars)

Provision Fund	Balance
Carryover	\$ 75,860,979
Special Projects – Centrally Funded	23,460,289
Pension Provision	12,862,001
Special Projects – Unit Funded	10,097,084
Self-Insurance	3,517,128
Fiscal Stabilization	3,200,000
Ancillaries	1,931,289
Income Funded	1,868,883
Tax Payable and Recovery Provision	1,729,076
Leasing Services	(757,546)
Total	\$ 133,769,183

These accounts have been earmarked for the following specific purposes:

- The \$75.8 million Carryover Provision represents the amount set aside to honor outstanding commitments from the 2016/17 fiscal year. In accordance with University policy, those unspent funds are set up in a carryover provision account and are allocated to the units for spending in the following year.
- The \$23.4 million in Special Projects – Centrally Funded includes amounts that typically have a unique source and associated use. While approximately 25% of these funds relate to system renewal projects and \$3 million is earmarked for unexpected utility cost impacts, the majority of the funds are expected to be used towards strategic planning allocations.
- The \$12.8 million Pension Provision has been established to guard against changes in mandatory pension plan payments that are subject to actuarial valuation.
- The \$10.1 million in Special Projects – Unit Funded includes amounts that have a unique source and associated use. Approximately 35% of the funds in this category, approximately \$3.6 million, is specified for information systems project funding.
- The \$3.5 million in Self Insurance has been set aside to protect the University in the event of uninsured claims and/or multiple insurance claims in a one-year period. The insurance premium deductible has increased to \$250,000 from \$50,000.
- The \$3.2 million in Fiscal Stabilization has been set aside by the Board and is intended to resolve any unforeseen financial problems not within our control.
- The \$1.9 million in Ancillaries is generated by the operating results in Ancillaries. They are expected to be self-sustaining and as a result can save from one year to spend in the next, consistent with the way carryover works for units that generate external income.
- The \$1.8 million in Income Funded has been established by faculties and units to support replacement of specific equipment — for example, information systems technology (IST) computer/telephone equipment or Kinesiology fitness facilities equipment.
- The \$1.7 million in tax payable and recovery provision has been created to protect against any unexpected future tax implications.
- The negative amount of \$0.7 million in leasing services represents internal loans from treasury to faculties/units that will be recovered over the term of the loan.

Appendix 13 illustrates carryover allocations by major function over a five-year period. Of the total allocated in 2016/17, \$51.4 million of the funds are allocated to academic units, \$18.7 million are allocated to administrative/support units and \$5.3 million are allocated to research development and support.

Appendix 14 details carryover of operating funds for the past two years by funding purpose. The specific purposes for which the funds are designated are detailed, including examples of the purpose for which the funds are designated.

3. EXPENSES FUNDED FROM FUTURE REVENUES

Expenses Funded from Future Revenues records the amount of **non-vesting sick leave** benefits and unpaid vacation pay for staff that will be funded from future revenues. This fund also records the actuarially determined expense for employee future benefits and change in pension liability.

D. Restricted Funds

Restricted funds are managed in accordance with the terms stipulated by the funder and agreed to by the University. It is recognized that allocation decisions are made in the context of all potential funds available within a faculty or unit and therefore the Board of Governors approves both a balanced fiscal operating budget plus the financial plans for the Research and Special, Trust and Endowment and Capital funds annually.

1. RESEARCH AND SPECIAL FUNDS

The Research and Special Funds consist of contributions specifically restricted for research or other special activities. Contributions are provided from federal and provincial granting agencies and other public and private sources such as the Gates Foundation. Funds are spent in accordance with the conditions stipulated in the governing contracts and agreements. Funds received in any given year may not all be spent in the year received — therefore, fund balances include funds carried forward from the prior year. Any unspent funds as at March 31, 2017 have been carried forward to the following fiscal year.

Research revenues comprise funding received from Tri-Council (Social Sciences and Humanities Research Council, Canadian Institutes of Health Research, and Natural Sciences and Engineering Research Council), other Government of Canada grants (Canada Foundation for Innovation, Department of Foreign Affairs, Trade and Development, Networks of Centres of Excellence and other) and the Province of Manitoba, as well as donations and funding from other foundations, associations and United States granting agencies.

Several allocations are made to faculties and schools in support of their research activities:

- 20 to 25 per cent of the Federal Research Support Funds are allocated directly to faculties based on their three-year average Tri-Council grants.
- The rate at which **overhead** is recovered from research contracts, research grants and clinical trials is: 50 per cent to the faculties, 20 per cent to research initiatives and 30 per cent to general.
- The Vice-President (Research and International) allocates approximately \$5.7 million:
 - » \$1.3 million in research start-ups to new faculty hires
 - » \$600,000 to support undergraduate research awards
 - » \$2.8 million in research development to support research programs
 - » \$1.0 million for research initiative support
- Donor Restricted or Endowment Funds allocates approximately \$280,000 to support start-up costs of rising research stars recruited at the University of Manitoba.

Appendix 15 illustrates the change in research revenues (excluding special funds) over the five-year period by source, relative to total net expenses incurred.

Appendix 16 details the purpose for which research revenues were spent over a five-year period. The level of 2016/17 spending by faculty/support units can be found in **Appendix 17**.

Appendix 18 reflects federal research grant increases as compared to **research support funds** received between the years 2007 to 2018.

Appendix 19 reflects the annual amount received from the Canada Foundation for Innovation (CFI) and the matching fund provided by the Manitoba Research and Innovation Fund awards for the last six years.

Appendix 20 provides background information relating to the Canada Research Chairs (CRC) program. The University currently holds 33 Canada Research Chairs plus one Canada Excellence Research Chair.

The University's Special Funds are non-research related contracts, the majority of which are directed to community health sciences and post-graduate medical education. **Appendix 21** illustrates the change in Special Funds net revenues (revenues less expenditures) over a five-year period.

2. CAPITAL ASSET FUND

This fund consists of restricted contributions resulting from capital asset funding arrangements with external parties, contributed **capital assets** and government grants, restricted for the purpose of acquiring capital assets and retiring capital advances. Funding agreements entered into with the provincial government for the construction or acquisition of capital assets are considered capital grants under the **restricted fund method of accounting**. Contributions are recorded as revenue. The purchase of assets is not recorded as an expense. Rather, it is recorded as an asset on the balance sheet to reflect the fact that it has enduring value and will benefit many years, not solely the current year. Costs related to the construction of buildings are recorded as Construction in Progress (CIP) until the capital asset is put to use.

As previously noted, in the absence of capital funding, units may fund renovations or purchase items of a capital nature (for example, equipment, furnishings, etc.) from the Operating Fund (i.e., through an **inter-fund transfer**). If these items meet the University's **capitalization criteria**, they must be recorded in the Capital Asset Fund. **Debt servicing costs** funded from the Operating Budget and **amortization** of capital assets are also recorded in the Capital Asset Fund. All funds received or accrued by the University for general operating expenses and for equipment and renovation expenses not meeting the University's capitalization criteria are included in the **General Operating Fund**.

Appendix 22 shows the University of Manitoba received \$36.2 million in capital asset contributions in 2016/17.

The Capital Asset Fund will typically report a surplus, unless the current year amortization and interest expense exceeds current year contributions. Expenses in the Capital Asset Fund include interest on debt relating to the acquisition or construction of capital assets, amortization and gains or losses on disposal of capital assets.

Table 2 lists the University's in use capital assets, at cost, by category. In 2016/17, the University of Manitoba invested \$72.7 million in capital assets, notably investing \$24.5 million in Buildings and Major Renovations, \$9.5 million in Library acquisitions and \$9.6 million in furniture and equipment. In 2016/17, the University continued to invest in the redevelopment of Taché Hall. Phase II of the project will include additions such as rehearsal studios, an ensemble room and a jazz studio. Upgrades to classrooms and labs have been ongoing for the last four years and further learning space renewal is expected to continue over the coming years. The University initiated two new projects supported by the Post-Secondary Institutions Strategic Investment Fund. Construction of the Smartpark Innovation Hub and the Stanley Pauley Engineering Innovation Centre recently began.

Table 2 – Changes in Capital Assets (in thousands of dollars)

Asset Categories	2016	Additions	Disposals	2017
Assets Under Capital Lease	2,855		(298)	2,557
Buildings and Major Renovations	1,108,477	17,594		1,126,071
Computer Hardware & Electronics	101,100	2,900	(3,822)	100,178
Construction in Progress	79,801	34,862		114,663
Furniture & Equipment	273,397	11,910	(2,253)	283,054
Land	30,705	34	(1,000)	29,739
Library Books	211,930	12,103	(2,524)	211,509
Parking Lots & Road Improvements	9,935	48		9,983
Rare Books & Manuscripts	6,677	635		7,312
Vehicles	8,617	665	(412)	8,870
Works of Art	3,867	119		3,986
Total	1,837,361	80,870	(10,309)	1,907,922

Annual investments in capital assets since 2002/03 are shown in [Appendix 23](#). Support for capital acquisitions is largely a result of the success of the Building on Strengths Capital Campaign, provincial infrastructure grants, debt financing and federal grants, such as those provided through the Post-Secondary Institutions Strategic Investment Fund and Canada Foundation for Innovation.

Preserving the existing and newly acquired assets and infrastructure has become increasingly difficult, considering the limited resources historically earmarked for maintenance.

Long-Term Debt

The University has constructed numerous new capital projects over the past decade, and there have also been upgrades and refurbishments to most existing buildings on both campuses. These projects are funded through operating transfers to the capital fund, grants from different levels of government, donations and, when permitted by the Province, the University may borrow money in order to help fund the construction costs. The University tends to borrow on a long-term basis in order to match the debt to the serviceable life and benefit received from real property. Lenders are willing to lend long-term as the University's credit risk is very favorable. This allows the University to borrow at a fixed rate of interest for terms much longer than most commercial or consumer loans and mortgages. The University has negotiated borrowings through the Province of Manitoba and from chartered Canadian Banks. Most new major projects tend to have loan terms of 20–30 years. Since many of the capital projects have tight operating budgets in the post construction period, and thus are very sensitive to both interest rates and terms, the goal in borrowing is to secure a relatively low fixed rate over an extended term.

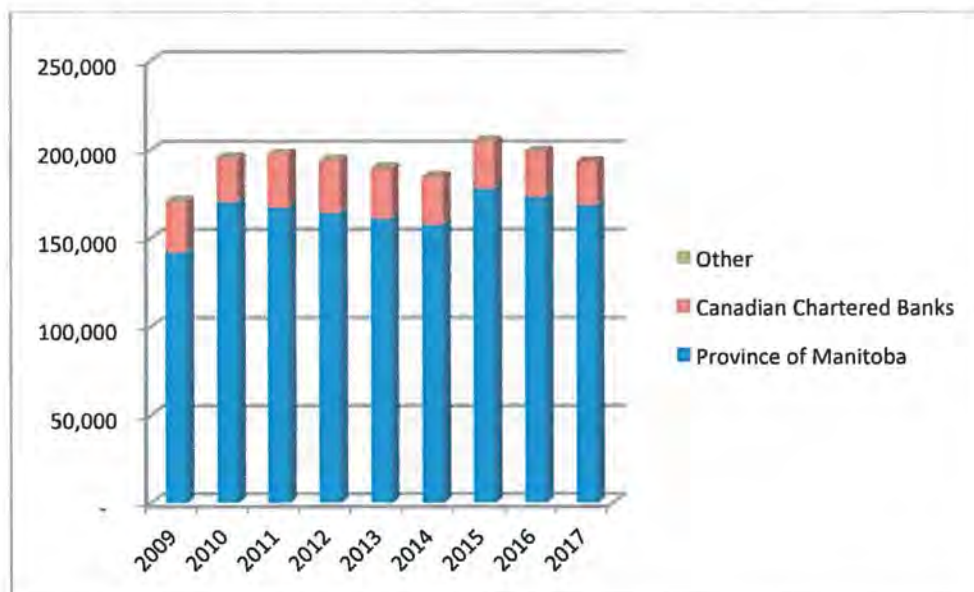
The University is responsible for all debt-servicing obligations, and as such, repays principal and interest from the operating budgets of the real properties financed by debt. Where real property is constructed and has an identifiable revenue stream, such as a new student residence, the debt is serviced by the operating income related to this revenue. Where the University constructs buildings for primarily academic purposes, debt-servicing is addressed through levies against faculty operating budgets and special student fees.

In fiscal 2017 long-term debt decreased from \$199 million to \$193 million, as no new debt was added. There are currently seven different loans outstanding with an average term left of just over 20 years. The interest costs during the year were \$10.1 million and principal repayments were \$6 million. The March 2017 financial statements report long-term debt of \$392 million, however \$199 million of that amount is related to the loans on the Investors Group Stadium, and the remaining \$193 million is true long-term debt related to the University. The \$199 million in debt related to the stadium is essentially a flow-through loan, as the University has an offsetting receivable for any loan payments to be received and flowed through to the Province. The University is not liable for the loan, and the loan and receivable are recorded within the University at the request of the Province.

Going forward, there are currently no plans for further long-term borrowing on any upcoming project. The University is mindful of debt levels and interest costs, as is the Province of Manitoba. It is imperative that the University not only balance these concerns with aspirations of new construction, but also look at alternatives to traditional financing such as public-private partnerships (P3s).

Graph 1 indicates the University's debt levels from 2009 to 2017 excluding stadium debt. Further long term debt details can be found under Note 9 of the 2017 annual financial report located at: http://umanitoba.ca/admin/vp_admin/financial.html

Graph 1 – University of Manitoba Debt Levels: 2009 to 2017 (in thousands of dollars)



3. STAFF BENEFITS FUND

This fund consists of accounts for the pension reserve and the self-insured long-term disability income and dental plans. The revenues are restricted for the purposes noted.

4. TRUST AND ENDOWMENT FUND

The **trust fund** records gifts and bequests to the University that may be used in their entirety along with the net investment income earned on these funds, according to donor restrictions. Most of these

funds are used for short-term expenditures such as capital projects, facility support, unrestricted faculty funds, debt servicing funds, and emergency student loans.

The endowment fund records donations received with the stipulation that these amounts are invested in perpetuity. The net realized investment income earned is utilized for designated purposes such as to support faculties and schools, students, professorships, chairs, research, libraries and athletics. The fund balance reflects changes in investment fair values, and is recorded as a component of net investment income.

The trust and endowment funds of the University provide funding for students, teaching, programs, capital projects, library acquisitions, and various other purposes, all of which are important to the University's strategic plans and benefit greatly from the generosity of donors. At March 31, 2017, these funds combined had a market value of \$739 million, with the **University Investment Trust (UIT)** comprising the bulk of that amount at \$677 million. The UIT is comprised of approximately 2,200 separate accounts that are pooled for investment purposes and focus on long-term financial support for their designated beneficiaries. The fund distributed \$23 million this past year and over \$96 million in the past five years. These funds support students (40 per cent), faculty programs and expenses (34 per cent), chairs and professorships (13 per cent), research (7 per cent), library acquisitions and other (6 per cent).

The UIT had a market value of \$677 million as at March 31, 2017, compared to \$584 million in 2016. The change in the UIT was primarily due to \$21 million in new donations and an investment return of 16.5%. At the end of the year, the Specific Trust funds were worth \$62 million, up from last year's total of \$45 million. The bulk of these funds are gifts and funding for capital projects such as Taché Hall, the Active Living Centre, the Stanley Pauley Centre and trust funds directed towards financing construction costs and servicing the long-term debt undertaken to fund capital projects.

The \$739 million in trust and endowment funds held by the University make it the seventh largest of its kind among Canadian universities. Going forward, the ongoing *Front and Centre* Capital Campaign will add to these funds. The campaign priorities are:

- Indigenous Achievement
- Graduate Student Support
- Research Excellence
- Outstanding Student Experience
- Places and Spaces
- Unrestricted

Gifts that focus on the long-term are generally endowed and will end up in the UIT. Annual gifts that support needs in the current year will flow through the trust funds, and gifts to fund capital projects will reside in trust funds until needed. [Appendix 24](#) illustrates the growth of the UIT from 2005 to 2017.

Summary of All Funds

The University of Manitoba budget is large and complex with revenues and expenditures recorded in different fund categories. The Operating Fund is the largest with 2016/17 revenues of \$650.6 million.

Further details relating to revenues and expenses of all funds can be found on page 28 of the 2017 annual financial report located at: http://umanitoba.ca/admin/financial_services/annualreports/index.html

APPENDIX 1

CRITICAL INFRASTRUCTURE RENEWAL PROJECTS 2018/19

The University of Manitoba is continually challenged with insufficient resources available to maintain existing assets. The deferred maintenance backlog in excess of \$300 million is based on a Facilities Condition Index (FCI) which measures the relative condition of a single facility or groups of facilities. The FCI is useful in setting annual funding targets. Presently the University of Manitoba buildings have a FCI value of 10% which is on the border line of fair to poor for a condition rating. These significant requirements will start to dramatically worsen our FCI value unless capital renewal is proactively funded.

1	Asbestos/Mold Remediation	\$1,000,000
2	Fire Safety Non Compliance/Central Monitoring Upgrades	500,000
3	BMSB Asbestos Encapsulation/Sprinkler Installation Phase IV	1,500,000
4	Education Asbestos Removal & Sprinkler Installation, Phase 3c	1,000,000
5	U College Residence – Sprinkler and Fire Alarm Upgrades	2,000,000
6	Max Bell – HVAC Replacement	675,000
7	Energy Projects	2,000,000
8	Galvanized, Reverse Osmosis, Drain and Vent Pipe Replacement	1,000,000
9	Heating, Ventilation and Air Conditioning	750,000
10	Building 271 Envelope Upgrade (former Music building)	2,125,000
11	Pathway & Cycle Infrastructure	720,000
12	Allen Building Ventilation/Sprinkler/Code Compliance Upgrade, Phase II	1,000,000
13	Asbestos Cement Water Line Replacement, Phase V	1,000,000
14	Education Building I, II & III Selective Window Replacement and Repairs	1,250,000
15	Site Services – St. Paul's College	100,000
16	Electrical Distribution Upgrades	750,000
17	Accessibility/Elevator Upgrades	2,600,000
18	Brodie/Buhler Required Upgrades	230,000
19	Roofs	1,400,000
20	Sewer System Upgrades and Backflow Prevention Devices	500,000
21	Building Envelope	1,000,000
22	Window Replacement	1,000,000
23	Safety – Campus Security, Security Cameras, Code Blue Stations, Exterior Lighting	400,000
24	Fumehood Exhaust Fan Upgrades	500,000
25	Environmental Controls Replacement	650,000
26	Road Repairs and Restorations, Walkway Repairs	1,500,000
	Total	\$27,150,000

APPENDIX 2

BUDGET ADVISORY COMMITTEE MEMBERSHIP LIST

- President, Chair
- Provost and Vice-President (Academic), Vice-Chair
- Vice-President (Administration)
- Vice-President (Research & International)
- Vice-President (External)
- Six faculty members from the Senate Planning and Priorities Finance Committee (SPPC), including the Chair
- Two support staff members
- Chair of the Board of Governors' Finance, Administration and Human Resources Committee
- President of UMSU or designate
- President of the Graduate Students' Association or designate
- Assessor from the University of Manitoba Faculty Association

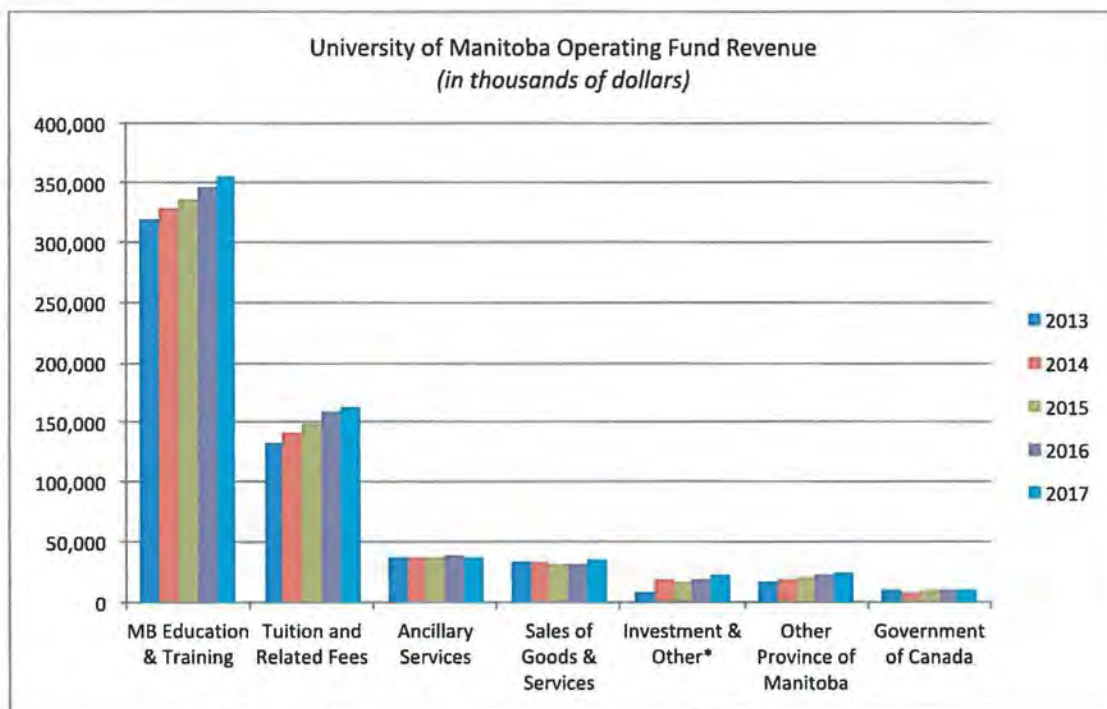
- Vice-Provost (Integrated Planning and Academic Programs)—resource person
- Executive Director, Financial Planning Office—resource person
- Director, Integrated Planning—resource person
- University Budget Officer—resource person
- Executive Director, Office of Institutional Analysis—resource person
- Additional resource positions may be requested to attend meetings

APPENDIX 3

OPERATING FUND REVENUE: 2013 TO 2017

(in thousands of dollars)

Operating Fund revenue has grown steadily over the past five years, mainly from increases to the MET operating grant, which is the largest source of operating revenue for the University. In 2017, the operating grant represented 54.8 per cent of total operating revenues. The second largest source of operating revenue is tuition and related fees, which represented 25.1 per cent of total operating revenue in 2017.

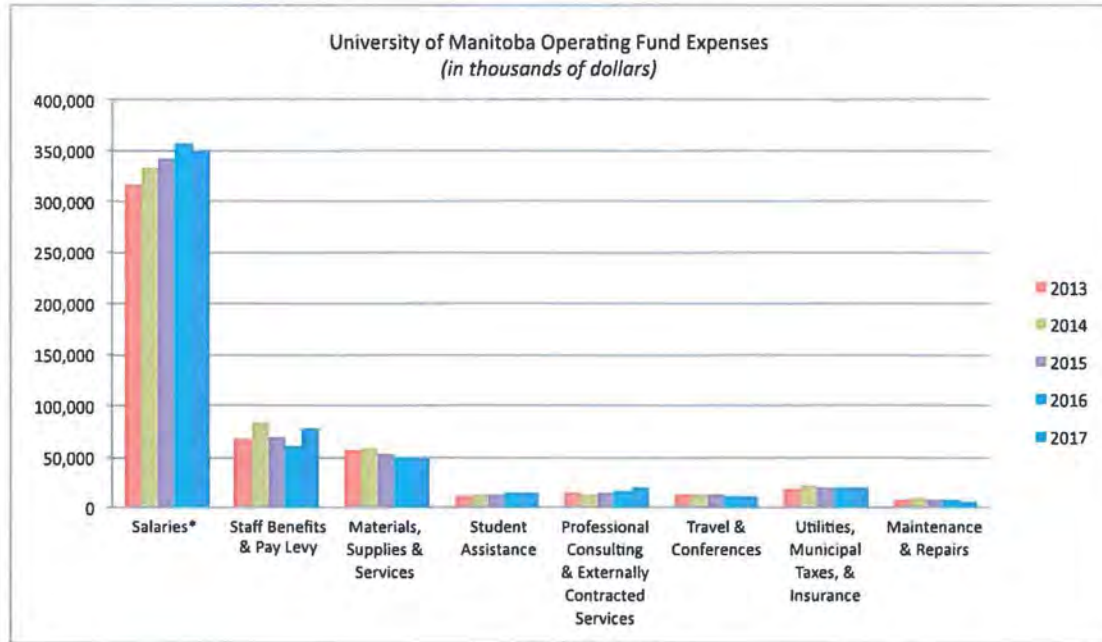


*Includes donations, non-government grants, miscellaneous income and City of Winnipeg

APPENDIX 4

OPERATING FUND EXPENDITURE: 2013 TO 2017

(in thousands of dollars)



* The decrease in 2017 Salaries expense was due primarily to the impact of the UMFA labour disruption and no inflationary increase in salaries for this and other compensation groups, and from incurring one-time costs in the prior year associated with a Voluntary Early Retirement Plan.

APPENDIX 5A

GENERAL OPERATING FUND REVENUES AND EXPENSES: 5 YEAR DETAIL STATEMENT

(in thousands of dollars)

	2013		2014		2015		2016		2017	
	\$	%	\$	%	\$	%	\$	%	\$	%
Revenue:										
Education and Advanced Learning	319,955	61%	329,456	60%	337,276	60%	347,105	59%	356,762	58%
Tuition and Related Fees	133,012	25%	141,999	26%	148,768	26%	159,987	27%	163,571	27%
Sales of Goods and Services	32,822	6%	34,342	6%	31,378	6%	32,233	5%	34,595	6%
Investment & Other Revenue	8,327	2%	19,519	4%	16,611	3%	18,573	3%	22,268	4%
City of Winnipeg					51	0%	51	0%	51	0%
Other Province of Manitoba	17,546	3%	19,533	4%	20,512	4%	22,493	4%	24,601	4%
Government of Canada	10,563	2%	8,797	2%	10,745	2%	10,850	2%	10,836	2%
Subtotal	522,225	100%	553,646	100%	565,341	100%	591,292	100%	612,684	100%
Ancillary Services	37,189		37,182		36,985		38,246		37,983	
Total Revenue	559,414		590,828		602,326		629,538		650,667	
Expense by Type:										
Salaries	316,078	63%	334,015	61%	342,967	64%	356,627	67%	350,262	64%
Staff Benefits and Pay Levy	67,910	14%	84,281	15%	68,961	13%	59,766	11%	78,461	14%
Materials, Supplies and Services	57,163	11%	58,147	11%	53,585	10%	49,109	9%	48,728	9%
Student Assistance	10,225	2%	12,417	2%	12,954	2%	14,000	3%	15,437	3%
Professional Consulting and Externally Contracted Services	14,123	3%	13,374	2%	15,009	3%	16,010	3%	19,220	4%
Travel and Conferences	13,460	3%	12,843	2%	12,261	2%	11,314	2%	11,209	2%
Utilities, Municipal Taxes, and Insurance	17,345	3%	22,719	4%	20,253	4%	19,442	4%	19,174	3%
Maintenance and Repairs	6,609	1%	9,732	2%	7,978	1%	7,652	1%	5,880	1%
Total Expense	502,913	100%	547,528	100%	533,968	100%	533,920	100%	548,371	100%
Net Revenue from Operating Activities	56,501		43,300		68,358		95,618		102,296	
Inter-Fund Transfers ¹	(56,538)		(43,293)		(68,349)		(95,534)		(102,278)	
Remeasurement Gains and (Losses)	39		(5)		923		(1,096)		142	
Net Increase (Decrease) to fund Balance from Operating Activities	2		2		932		(1,012)		160	

Note 1 – See appendix 5B for Interfund transfer details.

APPENDIX 5B

INTERFUND DETAIL: 5 YEAR DETAIL STATEMENT

(in thousands of dollars)

	2013	2014	2015	2016	2017
Transfer to/from Other Funds:	\$	\$	\$	\$	\$
Appropriation for Specific Provisions:					
Capital Asset Replacements & Improvements	(4,006)	(3,350)			
Unit Carryovers, Special Projects & Initiatives	(63,148)	(49,699)	(31,488)	(24,593)	(44,503)
Benefits Premiums Net of Employer Contributions of Staff Benefits	(1,707)	(4,107)	(2,967)	(2,048)	(1,704)
Employee Future Benefits	3,266	8,482	3,913	(10,098)	9,172
Funding of Capital Asset Additions	(40,292)	(41,684)	(40,649)	(64,596)	(65,255)
Funding of General Operating Expenditures from:					
Capital	640	4,273	825	1,230	1,449
Provisions	61,419	59,518	12,806	19,439	9,473
Research	997	867	1,280	1,907	2,317
Trust	9,064	8,777	8,291	8,639	9,545
Funding of Research Projects	(3,016)	(7,456)	(3,526)	(4,315)	(4,211)
Long Term Debt Repayments	(5,786)	(5,577)	(5,855)	(7,808)	(7,138)
Net Change in Vacation Pay & Pension Liability	1,365	224			
Other Net Transfers	-	(362)	25	2	2
Overhead Recoveries From Research	2,954	3,636	5,558	6,010	6,527
Student Contributions for Technology	(3,838)	(3,976)	(3,232)	(3,346)	(2,784)
Student Contributions to University Development Funds	(867)	(940)	(1,043)	(1,066)	(965)
Student Support	(8,877)	(6,931)	(7,200)	(9,758)	(8,929)
Unit Capital Development Assessment	(4,706)	(4,988)	(5,087)	(5,134)	(5,274)
Net Transfer to/from Other Funds¹	(56,538)	(43,293)	(68,349)	(95,534)	(102,278)

Note 1 – Net totals are reflected on appendix 5A.

APPENDIX 6

COMPARISON OF GENERAL OPERATING EXPENDITURES BY FUNCTION BY U15 UNIVERSITIES

The University of Manitoba ranks 13th in operating expenditures spent on administrative functions (first rank = most spent; 15th rank = least spent). This table provides a comparative summary of amounts spent on CAUBO-defined expense functions for U15 universities, as a percentage of total operating expenditures.

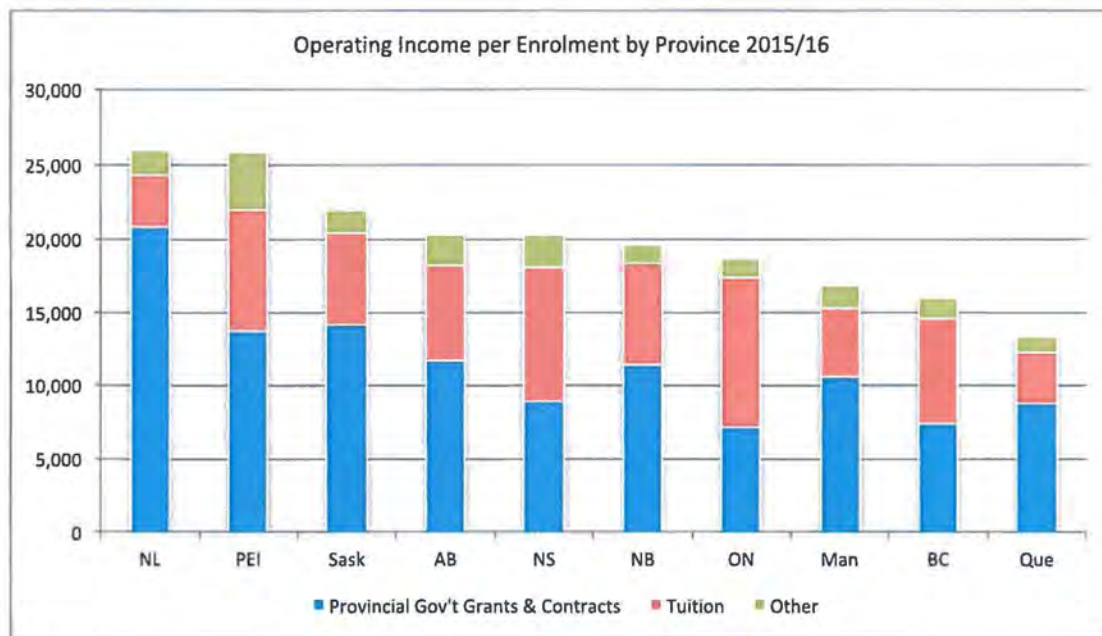
U15 University	Instruction & non sponsored research	Non-credit instruction	Library	Computing & communications	Administration & academic support	Student Services	Physical plant	External relations	Total Functions
	%								
McGill University	55.1%	2.0%	4.9%	4.2%	12.6%	8.3%	10.2%	2.7%	100.0%
University of Ottawa	55.8%	0.8%	3.9%	1.9%	11.0%	13.0%	11.5%	2.0%	100.0%
University of Alberta	56.4%	1.7%	4.3%	6.0%	10.9%	5.1%	12.5%	3.1%	100.0%
University of Waterloo	54.3%	0.2%	3.4%	4.1%	10.7%	13.4%	10.5%	3.3%	100.0%
University of British Columbia	55.8%	1.4%	3.0%	6.3%	10.3%	8.2%	12.7%	2.4%	100.0%
University of Calgary	51.0%	1.6%	3.4%	8.5%	10.2%	8.8%	15.5%	1.0%	100.0%
Université de Montréal	62.1%	0.4%	4.7%	5.8%	9.7%	5.7%	10.0%	1.5%	100.0%
University of Toronto	56.5%	2.6%	4.6%	1.7%	9.7%	12.2%	10.5%	2.1%	100.0%
Queen's University	56.9%	3.8%	4.6%	3.9%	8.7%	10.4%	7.9%	3.7%	100.0%
Université Laval	69.1%	2.0%	3.0%	2.4%	8.7%	6.4%	8.1%	0.3%	100.0%
University of Saskatchewan	63.8%	3.6%	4.4%	4.1%	8.0%	5.8%	8.9%	1.5%	100.0%
McMaster University	66.4%	1.3%	3.6%	3.3%	7.3%	8.1%	8.2%	1.7%	100.0%
University of Manitoba	61.7%	1.1%	5.6%	5.2%	6.6%	8.2%	9.3%	2.3%	100.0%
Dalhousie University	60.8%	2.0%	4.0%	3.7%	6.3%	10.8%	9.9%	2.4%	100.0%
University of Western Ontario	63.4%	3.2%	4.3%	2.4%	5.8%	11.7%	6.6%	2.4%	100.0%

Source: 2016 CAUBO Report – Financial Information of Canadian Universities and Colleges

APPENDIX 7

OPERATING INCOME PER ENROLMENT BY PROVINCE: 2015/16

Manitoba is third lowest in the country when comparing general operating income per FTE student enrolment. Manitoba's low ranking is mainly attributed to both lower provincial operating grant funding compared to the other provinces and to years of a provincially imposed tuition freeze, which the Province has since lifted. In the Fall of 2017, Bill 31 was passed through legislation that amended the restrictions on tuition increases and removed the restrictions on course-related fees.

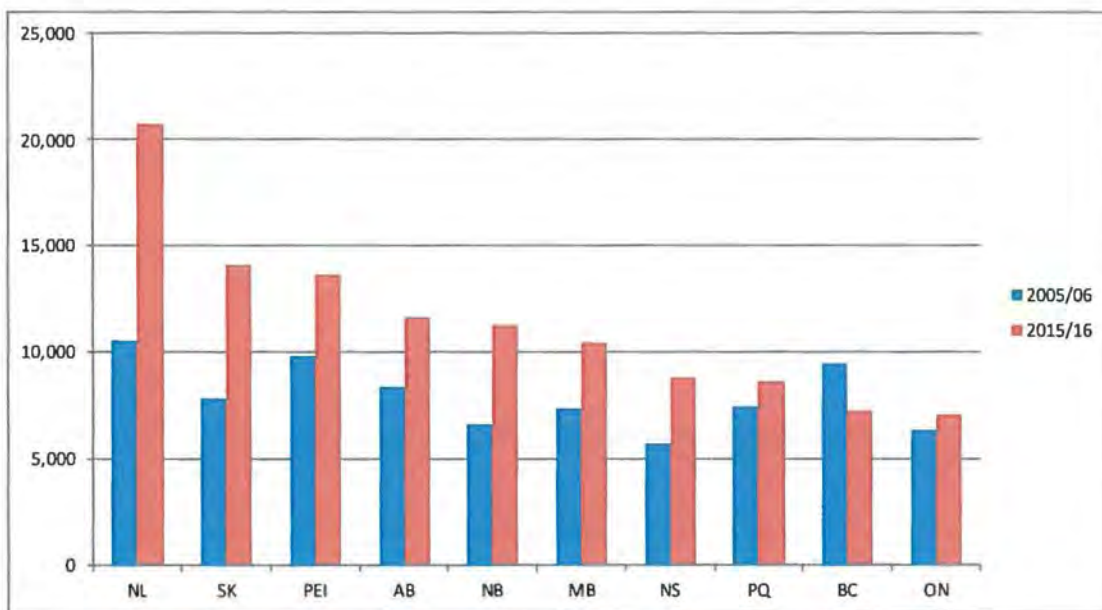


Source: Financial Data Source: CAUBO reports, *Financial Information of Canadian Universities and Colleges, 2015/2016*. Enrolment Data Statistics Canada, *University Enrolment by Province 2015/2016*.

APPENDIX 8

CHANGE IN PROVINCIAL GOVERNMENT FUNDING PER STUDENT ENROLMENT: 2005/06 TO 2015/16

The graph below indicates that provincial government funding per FTE student enrolment increased from \$7,411 to \$10,502 or 41.7 per cent between 2005/06 and 2015/16. Manitoba's funding is fifth lowest in comparison to the other provinces.



Source: Financial Data Source: CAUBO reports, Financial Information of Universities and Colleges, 2015/2016. Enrolment Data Statistics Canada, University Enrolment by Province 2015/2016.

APPENDIX 9

AVERAGE UNDERGRADUATE UNIVERSITY TUITION BY PROVINCE: 2001/02 TO 2017/18

The table shows the percentage of change in undergraduate tuition revenue for western provinces from 2001/02 to 2017/18. Based on 2016/17 tuition rates, the University of Manitoba would generate an additional \$45.4 million in operating revenues if it charged the same tuition rates as the University of Saskatchewan.

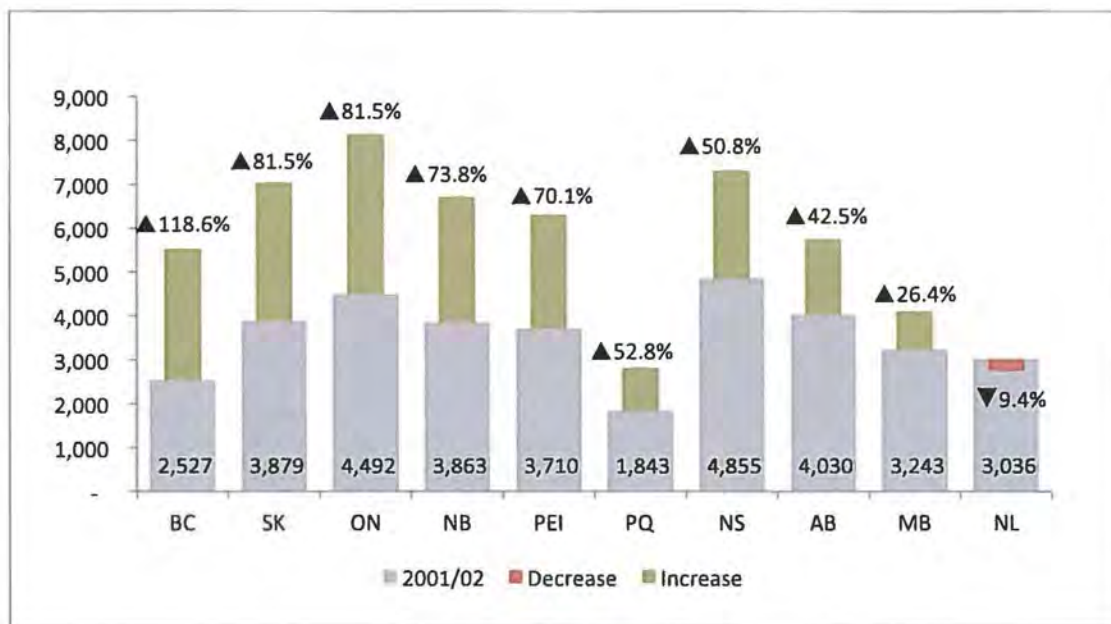
Province	Current Dollars			% Change	
	2001-02*	2016-17 (final)	2017-18 (preliminary)**	2001-02 to 2017-18	2016-17 to 2017-18
Canada	3,577	6,375	6,571	83.7%	3.1%
British Columbia	2,527	5,523	5,635	123.0%	2.0%
Saskatchewan	3,879	7,042	7,205	85.7%	2.3%
Alberta	4,030	5,742	5,749	42.7%	0.1%
Manitoba	3,243	4,099	4,158	28.2%	1.4%

Source: Statistics Canada, *September 1, 2006, and **CANSIM Table 477-0077, September 5, 2017, preliminary

APPENDIX 10

AVERAGE UNDERGRADUATE TUITION FEE INCREASES: 2001/02 TO 2016/17

As depicted in the graph below, between 2001/02 and 2016/17, Manitoba had the second lowest increase in tuition fees across Canada — second last only to Newfoundland, which realized a 9.4 per cent decrease.



Source: Statistics Canada the Daily, Sept. 7, 2016 and Sept. 1, 2006.

APPENDIX 11

NET EXPENDITURES PER FFTE STUDENT BY FACULTY: 2012/13 TO 2016/17

The table below summarizes the net expenditures per full time equivalent student by faculty over a five-year period. According to these figures, net costs per full-time-equivalent student are significantly higher when delivering professional programs.

Net Expenditures¹ by FFTE Students² by Faculty/College

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Agricultural & Food Sciences ^{3,5}	24,689	22,810	16,525	16,740	15,749
Architecture	12,425	13,879	13,753	14,063	13,451
Art, School of	13,072	14,018	12,879	13,508	13,417
Arts	6,933	7,318	7,320	7,788	6,890
Business, Asper School of	11,832	11,314	11,454	11,648	11,808
Education	10,166	10,329	10,801	12,079	12,031
Engineering	13,891	13,609	13,646	14,781	14,059
Environment, Earth, and Resources, Clayton H. Riddell Faculty of	12,510	12,675	12,858	12,353	12,070
Health Sciences, Rady Faculty of ^{4,5}				5,785	35,120
Dentistry	77,617	81,310	88,298	84,899	81,697
Medicine, Max Rady College of ⁵	78,680	88,139	88,324	76,808	75,523
Nursing	14,006	14,235	13,835	15,731	15,587
Pharmacy	24,176	24,711	26,955	30,140	29,428
Rehabilitation Sciences ⁶	22,667	23,184	22,128	22,851	21,084
Human Ecology ^{3,5}	6,480	6,074	2,224		
Kinesiology and Recreation Management	7,788	8,496	8,435	9,588	9,304
Law	15,196	15,094	16,675	16,565	15,667
Music, Marcel A. Desautels Faculty of	25,104	24,664	25,387	26,083	26,624
Science	6,593	6,734	7,115	7,524	7,268
Social Work	13,439	14,452	14,920	14,518	14,820
University Average	15,230	15,761	15,865	15,037	14,587

1. Net Expenditures are as at March 31.

2. Fiscal Full-Time Equivalent (FFTE) Student contains both undergraduate and graduate students. The undergraduate FFTE is calculated by dividing the number of undergraduate credit hours that are taught per faculty by a standard load of 30 credit hours. Four exceptions to this rule include the student counts used in the School of Dental Hygiene, the College of Dentistry, the College of Medicine and the College of Rehabilitation Sciences. In these four cases the Undergraduate Standard Student count is used in lieu of credit hours. The graduate student FFTE is taken from the Graduate Standard Student count.

3. Effective Fall 2014, the Department of Human Nutritional Sciences moved from the Faculty of Human Ecology to the Faculty of Agricultural and Food Sciences.

4. Effective November 2014, the Faculties of Dentistry, Medicine, Nursing, and Pharmacy became Colleges in the Faculty of Health Sciences. The College of Rehabilitation Sciences (formerly, the School of Medical Rehabilitation) and the School of Dental Hygiene also became part of the new faculty.

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

6. The Bachelor of Medical Rehabilitation (Physical Therapy) has transitioned to a Master's program. The Master's of Physical Therapy program had its first intake in Fall Term 2012.

APPENDIX 12

NET EXPENDITURES (1) BY FFTE STUDENT (2) BY FACULTY: INDEXED TO 2012/13

The table below demonstrates the cost increase for program delivery in most faculties attributable in part to accreditation requirements, increased experiential program components and technological improvements.

Net Expenditures¹ by FFTE Student² by Faculty/College
Indexed to 2012-2013

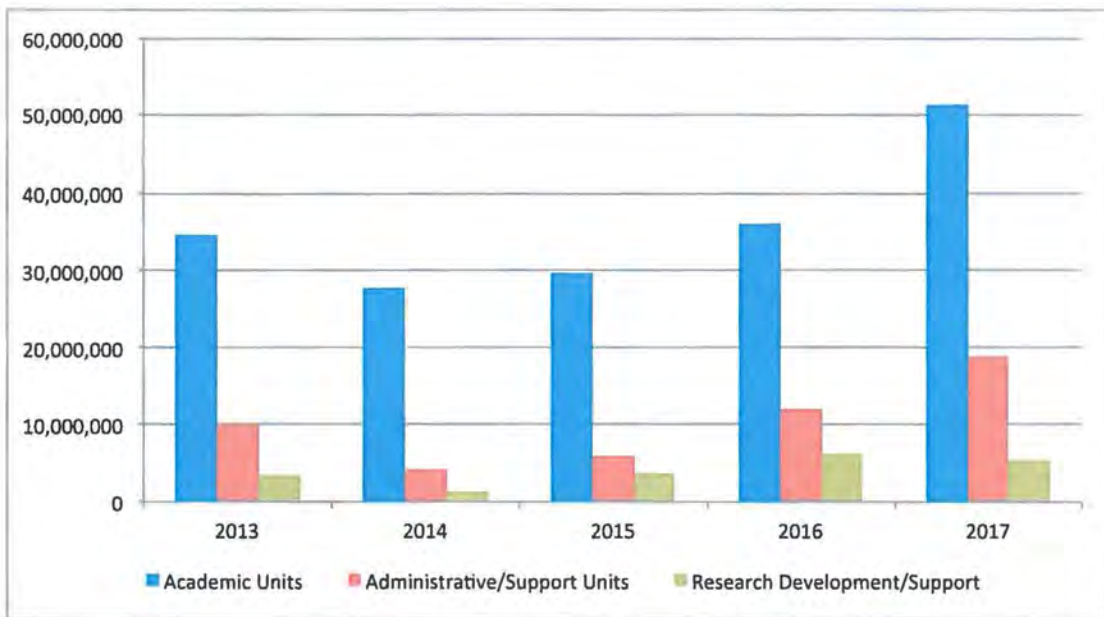
Faculty/College	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Agricultural & Food Sciences ^{4,5}	100	92	67	68	64
Architecture	100	112	111	113	108
Art, School of	100	107	99	103	103
Arts	100	106	106	112	99
Business, Asper School of	100	96	97	98	100
Education	100	102	106	119	118
Engineering	100	98	98	106	101
Environment, Earth, and Resources, Clayton H. Riddell Faculty of	100	101	103	99	96
Health Sciences, Rady Faculty of ^{4,5}					
Dentistry	100	105	114	109	105
Medicine, Max Rady College of ⁵	100	112	112	98	96
Nursing	100	102	99	112	111
Pharmacy	100	102	111	125	122
Rehabilitation Sciences ⁶	100	102	98	101	93
Human Ecology ^{3,5}	100	94	34	0	0
Kinesiology and Recreation Management	100	109	108	123	119
Law	100	99	110	109	103
Music, Marcel A. Desautels Faculty of	100	98	101	104	106
Science	100	102	108	114	110
Social Work	100	108	111	108	110
University Average	100	103	104	99	96

1. Net Expenditures are as at March 31.
2. Fiscal Full-Time Equivalent (FFTE) Student contains both undergraduate and graduate students. The undergraduate FFTE is calculated by dividing the number of undergraduate credit hours that are taught per faculty by a standard load of 30 credit hours. Four exceptions to this rule include the student counts used in the School of Dental Hygiene, the College of Dentistry, the College of Medicine and the College of Rehabilitation Sciences. In these four cases the Undergraduate Standard Student count is used in lieu of credit hours. The graduate student FFTE is taken from the Graduate Standard Student count.
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6. The Bachelor of Medical Rehabilitation (Physical Therapy) has transitioned to a Master's program. The Master's of Physical Therapy program had its first intake in Fall Term 2012.

APPENDIX 13

CARRYOVER BY MAJOR FUNCTION: 2013 TO 2017

The graph below illustrates carryover allocations by major function over a five-year period. The total carryover of \$75.8 million in 2017 includes \$51.5 million allocated to academic units, \$19.0 million allocated to administrative/support units and \$5.3 million allocated to research development/support.



APPENDIX 14

CARRYOVER ALLOCATION FUNDING CATEGORY: TWO-YEAR SUMMARY

The table below details carryover of operating funds for the past two years by funding purpose.

Category	Category Description	2016	2017
General Operating	Operating Expenses funded by primary revenue sources: tuition, MET grant, and investment income.	7,472,236	15,195,137
Targeted Tuition	Targeted tuition revenues in support of specific academic programs or cohorts for which a tuition fee sharing agreement is in place.	6,019,984	9,010,295
Other Allocations & Projects	Funding for special projects finite in nature. Examples include academic and staff development (Law), the Outstanding Workplace Initiative (Human Resources), and faculty recruitment.	5,309,120	3,355,919
Other Allocations – Projects/Special Arrangements	Funding provided for special projects that bridge multiple fiscal years and where prior year-end surplus funds will be required in future years. Examples include the Visionary Regeneration plan (Campus Planning office), graduate support, international student support as well as funds to support our strategic priority framework.	5,111,894	5,033,524
Overhead	Transfers in from Research to cover overhead costs incurred as a result of conducting research related activities.	3,567,545	3,879,372
Carryover	Previous years' authorized carry-over relating to specific fund types in support of specific projects or purposes to be complete within a limited period of time.	3,437,751	8,012,690
Targeted Misc Fnds Assoc's Grants	Funding from University Medical Group for various medicine education, and Manitoba Institute of Cell Biology.	2,868,096	1,337,575
Pooled & Individual Travel & Expense	Funding provided to UMFA members for the purpose of subsidizing travel to attend meetings of academic or professional groups, in accordance with terms of the relevant collective agreement.	2,766,227	3,226,306
Targeted MET ACCESS	Funding provided by MET for ACCESS to education among under-represented groups that face significant academic, financial, social and personal barriers. Priority groups are those of Aboriginal ancestry, northern residents, people with disabilities, visible minorities, women, single parents, immigrants and refugees. Areas funded include: Engineering, Nursing, Extended Education (Special Pre-Medical Studies Program, Professional Health Program), Social Work, (Northern Bachelor & Inner-City Social Work Programs).	2,402,150	2,742,100

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Category	Category Description	2016	2017
Technical Service Fees-Laboratories	Funded by revenues received by internal & external customers for consulting, testing or use of research equipment and/or facilities in accordance with the Institutional Cost of Research: Recovery and Distribution Policy.	2,242,585	3,277,412
VP Academic - Project Allocations	Funding allocations provided by VP (Academic) operating budget for academic competitions including Academic Enhancement Awards and the International Academic Program Development Fund.	2,206,944	4,381,251
Gifts for Operating	Donations provided in support of operations. Examples include fundraising for College of Pharmacists MB gifts, Drive for Top Five (Dentistry), Truth & Reconciliation – TD Bank gift, Aboriginal Business Education and the Wish Clinic (Community Health Sciences).	1,910,490	3,686,589
Operating Research Grants	Operating funding that supports the University's internal research grant program and is administered by the Vice-President (Research & International) office.	1,895,663	910,884
Start Up Research	Funding provided to new academics to assist them with starting a research program. New research start-up allocations are transferred to the research fund and have tighter rules. Researchers are allowed 3 years to expend their start-up allocation.	1,650,713	1,676,254
Targeted Provincial Projects	Provincial Funding allocations for targeted purposes. Examples include: Manitoba Student aid for Medical Education, Oral Systemic Health, Medicine Professionalism, Patient Referral System, Oral Pathology and funding from Regional Health Authorities for Clinical Health Psychology, Pediatric Dentistry and Healthy Child Manitoba.	1,434,512	1,032,668
Transfers from Trust and Endowment	Operating expenses funded from Trust and Endowment. Examples include: Chair Support, Libraries - Archives, Acquisitions, Collections, Faculty endowments, Professorships and Student Support.	1,147,536	1,739,536
Targeted MET Projects	Single or multi-year allocations provided by MET for specific projects. Examples include funding to support: Development of an Engineering Hybrid Pathway in partnership with Red River College & implementation of the Masters of Social Work in Indigenous Knowledge program.	1,003,252	2,606,609
Referendum Surcharge Student Fees	Funded by tuition revenues that are designated by students through a referendum for targeted Faculty operating expenditures. Typically these expenditures are of direct benefit to the student.	948,606	1,174,577
Conferences	Funded by revenues received from non-UM students in support of conference or workshop activities.	582,744	665,992

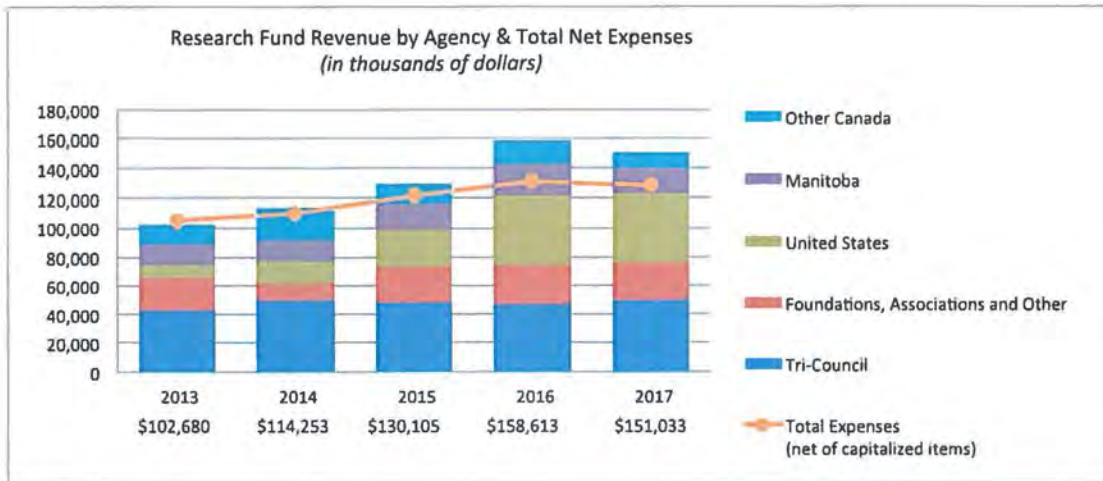
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Category	Category Description	2016	2017
Student Funded Events/ Projects	Funded by revenues received from students for projects or activities such as student group travel and events and includes ensembles (Music), English Language Centre homestay program, and Schools on Board (Environment).	377,787	412,338
Cost Recovery	Internal & external recovery of operating expenses. Examples include recovery of salary costs for external services rendered, equipment use (i.e. photocopiers, supplies), etc.	253,623	673,014
Targeted Industry Projects	Funding from industry for operating support. Examples include pharmaceutical companies and the University Medical Group.	189,957	213,187
Physical Plant General University Projects	Projects taken on by Physical Plant that typically impact the overall University community and funded by Operating. Also includes projects funded from insurance claims.	125,091	-
Research Matching Funds	Operating funds supported by the faculty and VPRI portion of matching funds (matched against external research allocations). The matching amount is specified in the researcher's application of the research grant.	26,390	77,193
Operating Research Development	Research Development Fund - administered by the Vice-President (Research & International) office.	5,057	5,114
Targeted Other Federal Projects	Federal funding allocations for targeted purposes. Examples include Physician Assistant Program (Education), Aerospace Program, CAPS -Ready for Manitoba Program.	83,378	130,103
Income Funded Projects	Internal and External revenue generated by faculties and administrative units through the sale of goods or services. Examples include Bison Sport and Active Living, Community Health Sciences, Patents & Licensing, Plant Science seed royalty, Dentistry undergraduate, orthodontic and periodontics clinic income, University of Manitoba Press, other income & fees (analysis, consulting, fundraising, maintenance, professional, rentals).	(496,995)	1,405,340
Total Carryover		54,542,336	75,860,979

APPENDIX 15

CHANGE IN RESEARCH FUND REVENUE: 2013 TO 2017

The graph below shows the change in research revenues (excluding special funds) over the five-year period by source, relative to total net expenses incurred.

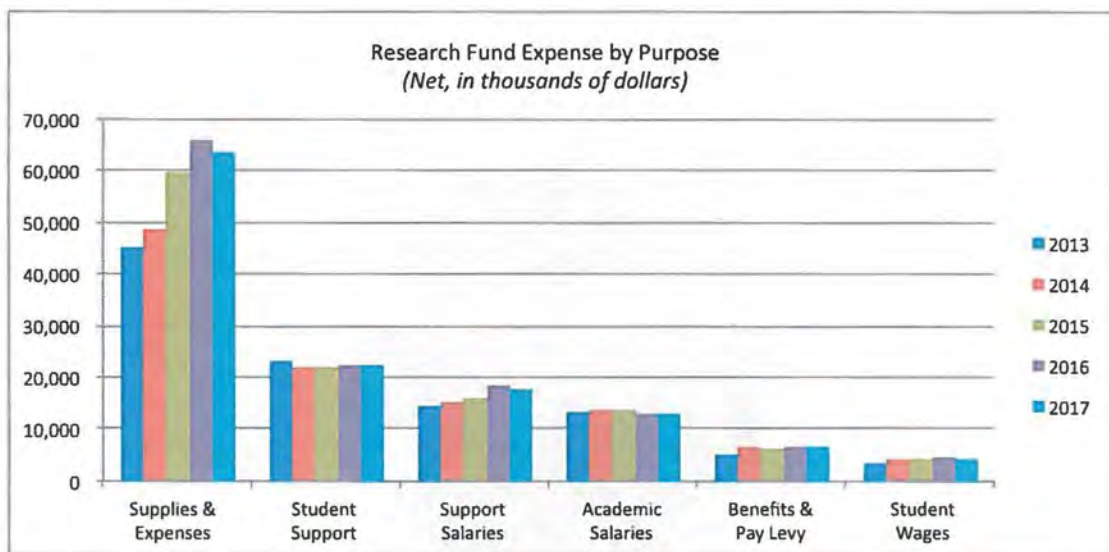


APPENDIX 16

RESEARCH FUND EXPENSES BY PURPOSE: 2013 TO 2017

(net, in thousands of dollars)

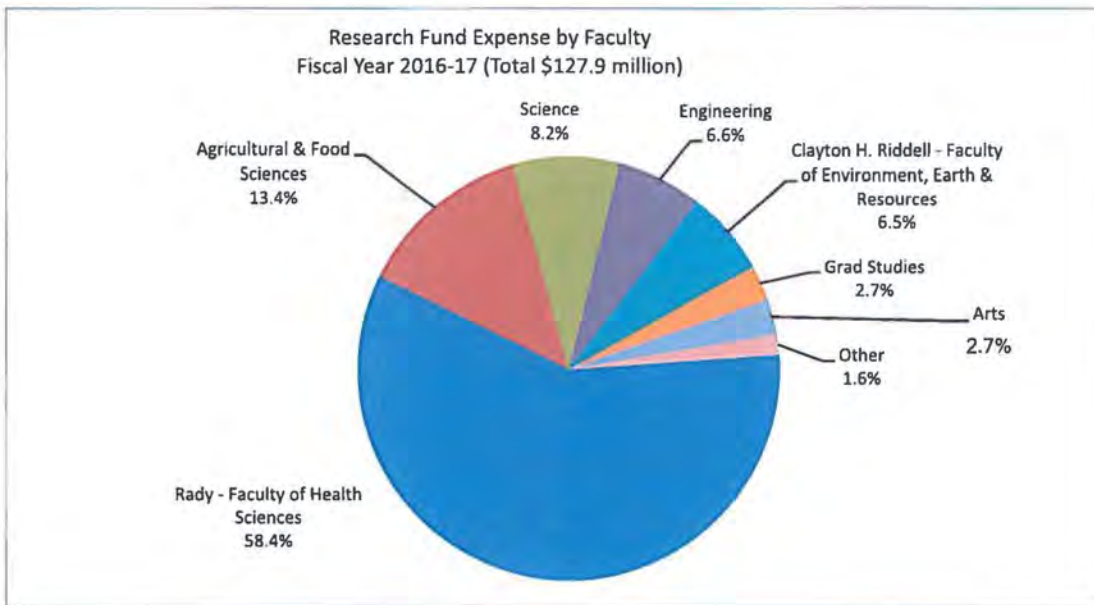
The graph below details the purpose for which research revenues were spent over a five-year period.



APPENDIX 17

RESEARCH EXPENSES BY FACULTY: 2016/17

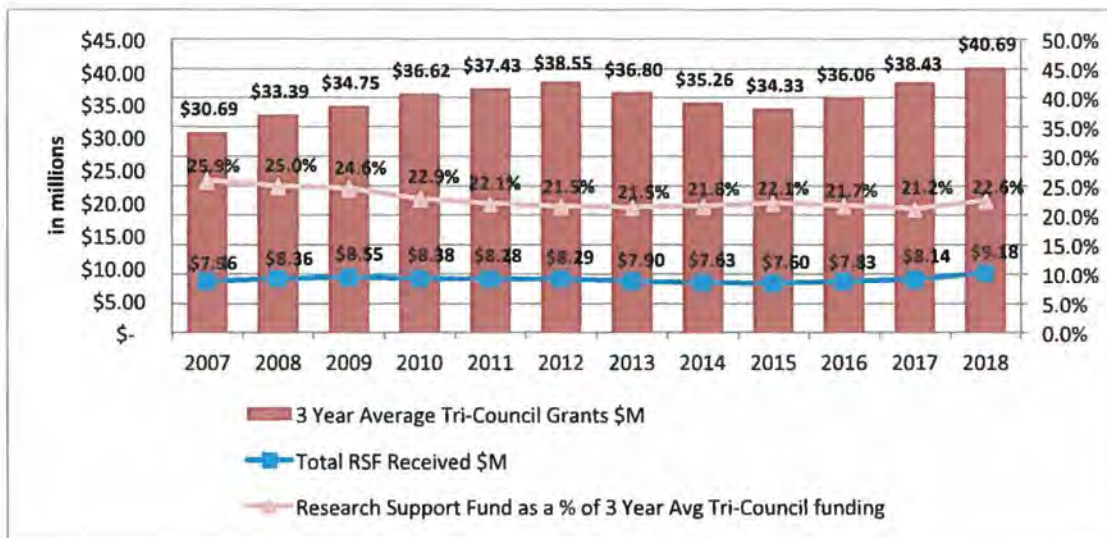
As shown in the pie chart below, of the total net research expenses of \$127.9 million in 2016/17, investment was highest in the Rady Faculty of Health Sciences at 58.4 per cent, followed by the Faculties of Agricultural and Food Sciences at 13.4 per cent, Science at 8.2 per cent, Engineering at 6.6 per cent and Clayton H. Riddell Faculty of Environment, Earth, and Resources at 6.5 per cent.



APPENDIX 18

RATE OF FEDERAL GOVERNMENT GRANTS TO UNIVERSITY OF MANITOBA VS. RESEARCH SUPPORT FUNDS: 2007 TO 2018 (IN MILLIONS OF DOLLARS)

This graph compares the calculations of the University of Manitoba's approved Research Support Funds (RSF) based on the three year average funding received from the tri-council agencies in the three years preceding the grant cycle (fiscal year). The amounts are set according to the national RSF budget for that year.



Source: Research Support Funds annual 'Grants Amounts' section of the program's online institutional account.

The Research Support Fund (RSF) assists the University of Manitoba and the affiliated institutions with the expenses associated in managing research funded by the three federal research granting agencies: the Canadian Institutes of Health Research (CIHR); the Natural Sciences and Engineering Research Council (NSERC); and the Social Sciences and Humanities Research Council (SSHRC).

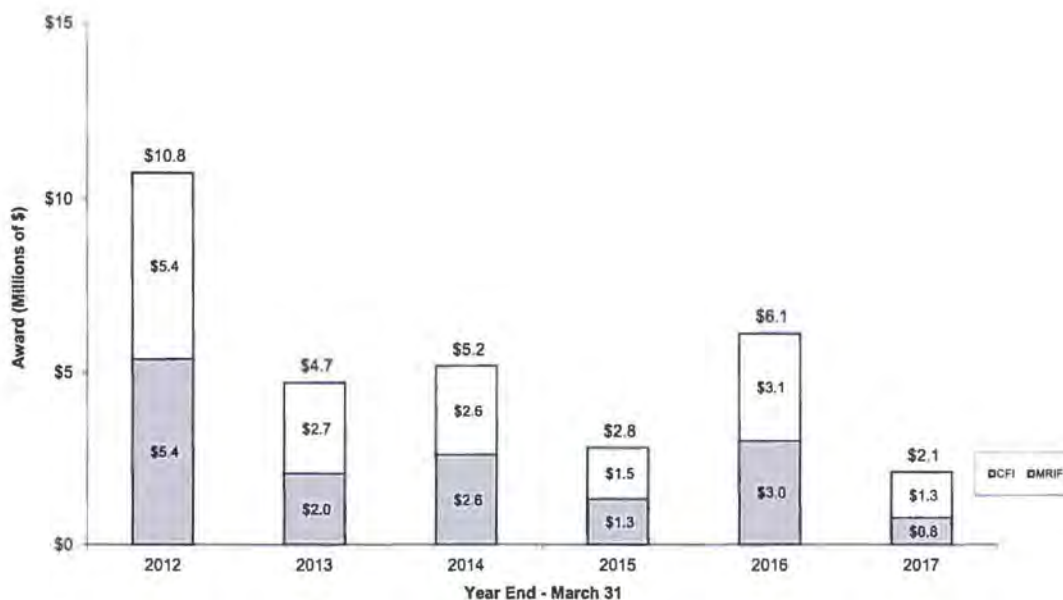
To strengthen the research capacity of post-secondary institutions, the Federal Government Economic Action Plan 2015 proposes to provide an additional \$9 million per year beginning in 2016/17 to the RSF's national amount. The University of Manitoba's estimated 3.0 per cent share would be \$270,000.

A summary of the University's RSF performance objectives, overview of the RSF allocation acknowledgment and a comprehensive list of affiliated institutions can be found at http://umanitoba.ca/research/research_support_funds.html

APPENDIX 19

CANADA FOUNDATION FOR INNOVATION AND MANITOBA RESEARCH AND INNOVATION FUND AWARDS: 2012 TO 2017

Each bar in this graph represents the total annual awards from the Canada Foundation for Innovation (CFI) and the matching amount provided by the Manitoba Research and Innovation Fund (MRIF), as well as MRIF support to other non-CFI funded areas of research. The values do not include the 20 per cent matching funds the University of Manitoba is required to contribute.



CFI's purpose is to build Canada's capacity to undertake world-class research and technology by funding state-of-the-art equipment, laboratories, databases, specimens, scientific collections, computer hardware and software, communications linkages and buildings. The CFI funds up to 40 per cent of a project's research infrastructure costs. The funding is leveraged to attract the remaining investment from partners in the public, private and non-profit sectors.

The CFI has established a rigorous, competitive and independent merit-review process that rewards excellence. Eligible Canadian institutions apply to the CFI through a suite of funds, and all applications are assessed using three broad criteria: quality of the research and its need for infrastructure; contribution to strengthening the capacity for innovation; and potential benefits of the research to Canada.

APPENDIX 20

BACKGROUND ON CANADA RESEARCH CHAIRS (CRC AND CERC)

CANADA RESEARCH CHAIRS (CRC) PROGRAM

In 2000, the Government of Canada created a permanent program to establish 2,000 research professorships — the Canada Research Chairs — in eligible degree-granting institutions across the country.

The CRC program invests approximately \$265 million per year to attract and retain some of the world's most accomplished and promising minds. It is committed to excellence in research and research training and to ensuring equal access to opportunities for all qualified candidates.

Chairs aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities and social sciences. They improve our depth of knowledge and quality of life, strengthen Canada's international competitiveness and help train the next generation of highly skilled people through student supervision, teaching and the coordination of other researchers' work.

There are two types of Canada Research Chairs positions: Tier 1 chairs, tenable for seven years and renewable, are for outstanding researchers acknowledged by their peers as world leaders in their fields. For each Tier 1 chair, the institution receives \$200,000 annually for seven years. Tier 2 chairs, tenable for five years and renewable once, are for exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field. For each Tier 2 chair, the institution receives \$100,000 annually for five years.

The University of Manitoba currently holds 33 Canada Research Chairs, 13 Tier 1 and 20 Tier 2.

CANADA EXCELLENCE RESEARCH CHAIRS (CERC) PROGRAM

Launched in 2008, the Canada Excellence Research Chairs (CERC) Program supports Canadian universities in their efforts to build on Canada's growing reputation as a global leader in research and innovation. The program awards world-renowned researchers and their teams up to \$10 million over seven years to establish ambitious research programs at Canadian universities. These awards are among the most prestigious and generous available globally.

These chair-holders are helping Canada build a critical mass of expertise in the four priority research areas of the federal government's science and technology strategy:

- Environmental sciences and technologies;
- Natural resources and energy;
- Health and related life sciences and technologies; and
- Information and communications technologies.

The University of Manitoba currently has one Canada Excellence Research Chair in Arctic Geomicrobiology and Climate Change.

The list of Research Chairs can be found at <http://umanitoba.ca/research/chairs/index.html>

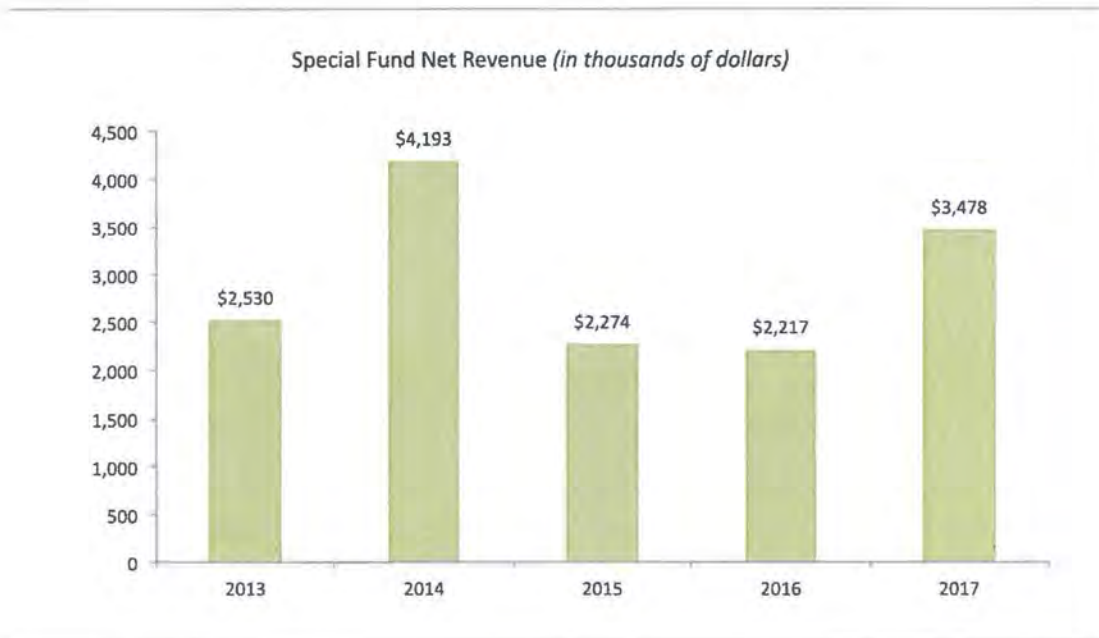
APPENDIX 21

SPECIAL FUNDS NET REVENUES: 2013 TO 2017

(in thousands of dollars)

The University's Special Funds are non-research related contracts, the majority of which are directed to Community Health Sciences and post-graduate medical education. The graph below illustrates the change in Special Fund net revenues (revenues less expenditures) over a five-year period.

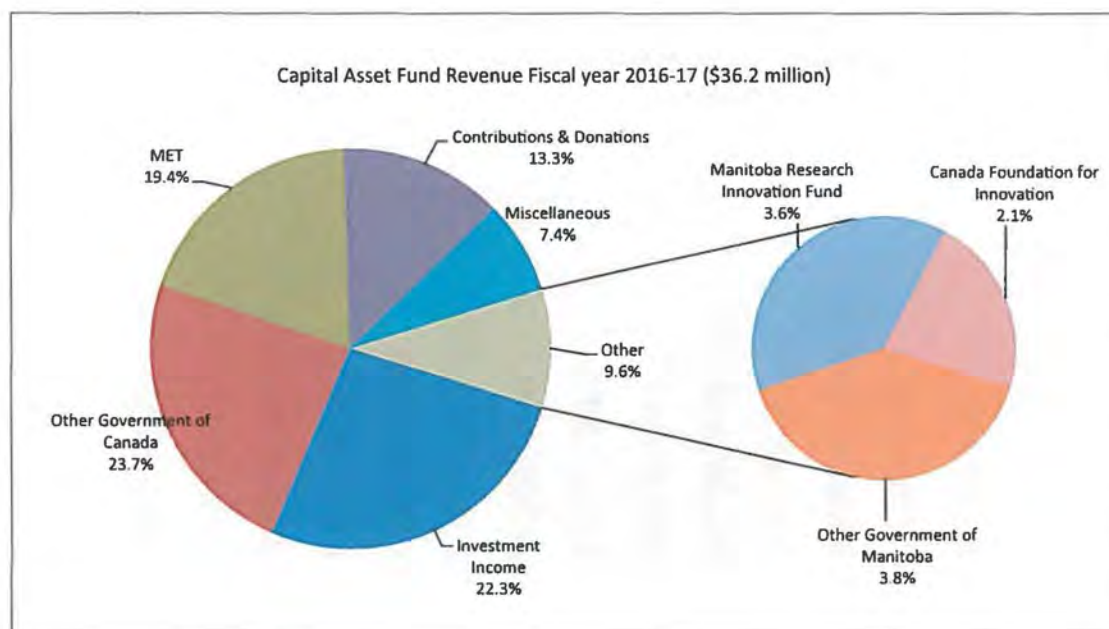
The main source of Special Funds revenue is the Government of Manitoba, which in 2016/17 provided 57.5 per cent of total revenue. Foundations, associations and other sources provided 24.1 per cent of total revenue. Federal government revenue was 18.4 per cent of the total.



APPENDIX 22

CAPITAL ASSET FUND REVENUE BY SOURCE: 2016/17

This chart below shows the sources of the University of Manitoba's \$36.2 million in capital asset contributions for 2016/17.



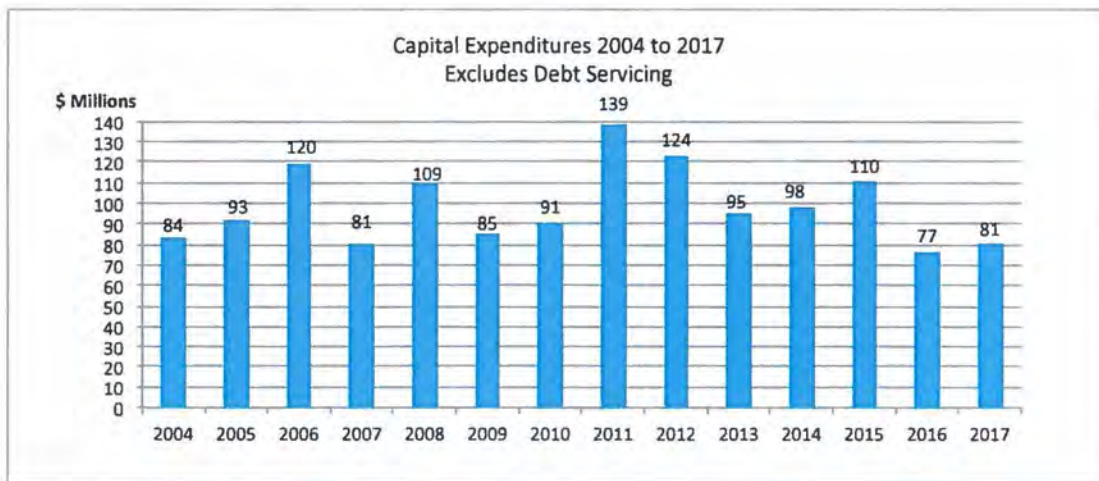
APPENDIX 23

CAPITAL ACQUISITIONS: 2004 TO 2017

The table below shows capital expenditures from 2004 to 2017. The significant level of acquisitions is largely a result of the success of the Building on Strengths capital campaign, increased provincial infrastructure grants, debt financing and federal grants, such as the Post-Secondary Institutions Strategic Investment Fund and Canada Foundation for Innovation.

Preserving the existing and newly acquired assets and infrastructure has become increasingly difficult, considering the limited resources historically earmarked for maintenance.

The table excludes debt servicing costs.

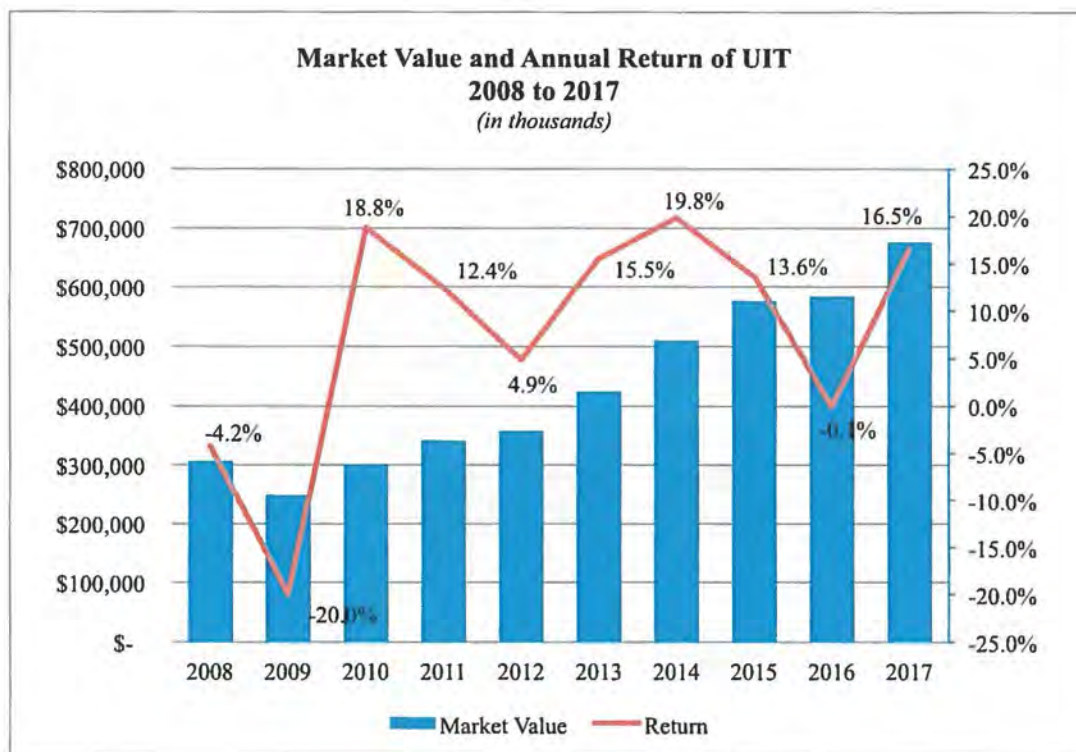


APPENDIX 24

UNIVERSITY INVESTMENT TRUST MARKET VALUES: 2008 TO 2017

(in millions of dollars)

The graph below illustrates the growth of the University Investment Trust (UIT). In 2017, the UIT was the eighth largest endowment fund among Canadian universities. The one-year rate of return to the end of March 31, 2017 was 16.5%. The value of all trust and endowment funds as at March 31, 2017 was \$739 million, with \$677 million held within the UIT and a further \$62 million invested in specific trusts.



APPENDIX 25

SELECTED STATISTICS

Academic Year	2011	2012	2013	2014	2015	2016
Fall Term Enrolment						
Total Students ¹	28,430	29,181	29,759	29,657	29,929	29,987
Undergraduate Students	24,347	24,996	25,363	25,298	25,460	25,611
Graduate Students	3,501	3,580	3,748	3,719	3,800	3,700
Post-Graduate Medical Education Students	582	605	648	640	669	676
Summer Enrolment	10,157	10,469	11,070	11,267	11,711	11,552
Total Enrolment (All Terms Combined)	38,587	39,650	40,829	40,924	41,640	41,539
Total Full-Time Equivalent Students ²	27,581	28,336	29,172	29,254	29,601	29,663
International Students	2,738	3,266	3,869	4,464	4,854	5,074
Canadian Indigenous Students ³	2,021	2,084	2,140	2,168	2,180	2,400
Undergraduate Student Credit Hours ⁴	519,005	533,137	531,619	528,044	529,907	530,248
Degrees, Diplomas, Certificates Conferred	4,918	4,860	5,106	5,088	5,167	5,379
Fiscal Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total Academic Staff – Full Time Equivalents (FTE) ⁵	1,988	2,080	2,067	2,107	2,011	2,055
Total Support Staff – Full Time Equivalents (FTE)	2,303	2,322	2,326	2,302	2,286	2,242
Grand Total FTE (Paid from Operating Funds)	4,291	4,402	4,393	4,409	4,297	4,297

Source: Office of Institutional Analysis, University of Manitoba

Notes:

1. Includes B.Sc. (Dentistry), B.Sc. (Medicine), and Joint Master's Program students based on work load.
2. Full-time equivalent students = full-time + (part-time / 3.5). Reflects all terms.
3. Figures reflect voluntary self-declarations; actual figures higher than shown.
4. Effective Fall Term 2013, courses at or above the 6000 level have been excluded, as these are associated with graduate programs.
These credit hours were included in previous years, so comparisons should be made with caution.
5. Includes all full and part-time academic staff, sessionals, graders, markers, and research associates.

VII. GLOSSARY OF TERMS

- **ACCESS funds:** Specific program funding received from the Manitoba Education and Advanced Learning division (MET) of the provincial government. The ACCESS programs include: North and South ACCESS programs, Special Pre-Medical Studies Access program, Professional Health Access program, Nursing Access program, Northern Bachelor of Social Work Access program, Inner-City Social Work Access program and Engineering Access program.
- **Accrual:** An accounting method that reports revenue when earned (rather than received), and expenses when incurred (rather than paid).
- **Amortization:** The accounting of a purchased asset, which represents a non-cash expense over a period of time. It is the gradual expensing of an asset over a fixed number of years.
- **Annual audited financial report:** Financial statements bearing the report of independent auditors who attest to the statements' fairness and compliance with generally accepted accounting principles.
- **Ancillary services:** Resources devoted to the activities and jobs that complement the range of services offered by the University — for example, food services, residences and parking.
- **Bequest:** A gift provided to the University at the time of a person's death, as set forth in the individual's last will and testament. Bequests can take a variety of forms, including, but not limited to: cash, marketable securities, tangible fixed assets, and consumable commodities. Bequests are classified according to the absence or presence of donor stipulations as unrestricted, temporarily restricted, or permanently restricted.
- **Board of Governors (BoG):** The corporate governing body overseeing the University's administrative and business affairs. Its responsibilities include approving the annual budget and appointing and monitoring the performance of the President and Vice-Chancellor. The Board consists of 23 members: the Chancellor, President, 12 members appointed by the Lieutenant-Governor in Council, three members elected by graduates of the university, three members elected by the university Senate and three members appointed by the University of Manitoba Students' Union.
- **Budget Advisory Committee (BAC):** The committee responsible for making recommendations to the President on the priorities for allocation of funds to meet the University's strategic objectives and for reviewing the annual budget that is recommended to the Board of Governors.
- **Budget model:** The process an organization uses to create a budget when it wants to match its actual future performance to an ideal scenario that incorporates its best estimates of revenue, expenses and other factors. A number of alternative budgeting models are available.

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- **Canadian Association of University Business Officers (CAUBO):** A non-profit professional organization representing the interest of administrative and financial officers in Canadian universities and affiliated colleges. CAUBO's mission is to provide a national perspective on matters related to higher education administration. It strengthens the capacity of leaders in the sector by connecting them with peers and information, enabling them to pursue opportunities and create solutions for shared issues.
 - **Capital asset:** An asset used in operations, either tangible (e.g., infrastructure, vehicles) or intangible (e.g., software) that has an initial useful life of more than one year. See also **Capital Asset Fund**.
 - **Capital Asset Fund:** Restricted contributions for the purpose of acquiring capital assets and/or making debt repayments. Expenses include interest on debt relating to the acquisition or construction of capital assets, amortization, and gains or losses on disposal of capital assets, including write-downs resulting from obsolescence.
 - **Capitalization criteria:** Characteristics an asset must fulfill to be considered for capitalization (i.e., recorded on the balance sheet as an asset rather than as an operating expense), and thus subject to depreciation. The asset must fulfill three characteristics: 1) must be acquired (i.e., purchased, gift-in-kind) for use in operations, and not for investment or sale; 2) must have a useful life of at least a certain number of years; and 3) must have a cost value exceeding a certain limit.
 - **Central Unit Allocation Committee (CUAC):** The committee responsible for understanding central unit operations and services, reviewing central unit budgets and financial plans, and recommending comprehensive budgets for central units to the **Executive Budget Committee (EBC)**.
 - **Centralized budget model:** A budget development approach that places all decision-making powers to be in the hands of upper level administration.
 - **Contribution:** Gifts, grants, bequests and any similar transfer of resources (both monetary and in-kind).
 - **Debt servicing cost:** The cash required for a particular time period to cover the repayment of interest and principal on a debt.
 - **Decentralized budget model:** A budget development approach that places decision making responsibilities in the hands of individuals who are closest to the action, which should lead to better decisions, tighter cost controls and entrepreneurial revenue generating activities.
 - **Direct Revenue:** See Targeted or direct revenue.
 - **Donation:** An act of presenting something as a gift, bequest or contribution, especially to a public institution or charity.

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- **Endowment Fund:** Records donations received with the stipulation that these funds are to be invested in perpetuity to earn income for designated purposes. The fund balance reflects changes in investment fair values, and is recorded as a component of net investment income. These allocations are used to support faculties and schools, students, professorships, chairs, research, libraries and athletics.
 - **Executive Budget Committee (EBC):** The committee responsible for developing operating budget recommendations which align to the University's strategic plan. The operating budget is prepared based on EBC's recommendations and presented to the President's **Budget Advisory Committee (BAC)**.
 - **Expenditure:** The amount spent for goods delivered and/or services rendered, whether paid or accrued, including expenses, debt service and capital outlays.
 - **Expense:** Charges incurred, whether paid or accrued, for operation, maintenance, interest and other charges that are presumed to benefit the current fiscal period.
 - **Expenses Funded from Future Revenues Fund:** Records the amount of non-vesting sick leave benefits and unpaid vacation pay for staff that will be funded from future revenues. This fund also records the actuarially determined expense for employee future benefits and change in pension liability.
 - **Fiscal year (FY):** Twelve consecutive months used as an accounting period. As of 2016/17 the 12-month financial year begins April 1, 2016 and ends on March 31, 2017.
 - **General Operating Fund:** Reports unrestricted and restricted resources received or accrued for general operating purposes and for equipment and renovations not meeting the University's capitalization criteria. The fund includes: academic, administrative, operational and ancillary costs funded by tuition and related fees; government grants; investment income; miscellaneous income; ancillary income; and sales of goods and services to external parties. Ancillary services are self-sustaining, and include the University bookstore, parking, student residences, and pharmacy/post office and Smartpark.
 - **Gift:** A resource provided by a donor who enters into the transaction voluntarily and receives nothing other than a token of appreciation in exchange for the resource he/she is providing. Contributions can be made in a variety of forms, including cash, marketable securities, tangible fixed assets and consumable commodities. Gifts are classified according to the absence or presence of donor stipulations as unrestricted, temporarily restricted or permanently restricted. See also **Bequest, Contribution and Donation**.

-
- **Incremental budgeting model:** A budget development approach that starts with the estimated amounts for the current financial year (i.e., the University's existing budget) and then adds and subtracts amounts (called increments) to accommodate budget increases or cuts for the coming fiscal year.
 - **Indirect Cost of Research:** See **Research Support Fund**.
 - **Inter-fund transfer:** The movement of money between funds.
 - **Manitoba Education and Training (MET):** The Manitoba government department overseeing allocation of provincial funding in support of higher education teaching and research.
 - **Non-vesting sick leave:** If sick leave is vesting, the employee is entitled to cash settlement for unused leave. If sick leave is non-vesting, the employee has no entitlement to cash settlement of unused leave. However, if sick leave is non-vesting, a liability is recognized for the proportion of accumulated sick leave that the University expects to be taken by its employees.
 - **Overhead:** The indirect costs of operations that are not directly linked to services provided (e.g., research) but are real costs incurred by the University to provide the infrastructure and support to conduct these services. These include costs such as utilities, caretaking, taxes, maintenance and repair, and central administrative labour support costs (e.g. Office of Research Services, human resources services). Overhead may also be referred to as 'indirect costs' or 'institutional costs'.
 - **President's Executive Team (PET):** A committee is composed of the President, Provost & Vice-President (Academic), Vice-President (Administration), Vice-President (Research & International), Vice-President (External), University Secretary and Director, Office of the President.
 - **President's Town Hall:** Town Halls are open events called periodically that feature a short presentation to the University community, followed by an open forum question-and-answer period with the President and executive team.
 - **Research and Special Funds:** Contributions specifically restricted for research or other special activities. Contributions are provided from federal and provincial granting agencies and other public and private sources. Funds are spent in accordance with the conditions stipulated in the governing contracts and agreements.
 - **Research Support Fund (formerly Indirect Cost of Research):** Central and departmental costs incurred by the University to support research that is not attributable to specific research projects. These costs may be related to research facilities, research proposal development, information systems to track grant applications, payroll costs for research administration and promotion, management and administration, regulatory requirements and accreditation, and intellectual property.

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- **Resource Planning:** The process set by the central administration of the University to assist in developing and implementing strategies that are aligned to the University's overall strategic plan. Information is gathered at the faculty and unit level to help the administration clearly define goals and objectives, assess both the internal and external situation, and then formulate and implement the strategy. Progress is evaluated and adjustments are proposed as necessary to keep the process and strategy on track.
 - **Restricted fund method of accounting:** A specialized type of fund accounting whereby funds are segregated by type of donor restriction, typically into restricted, endowment and unrestricted funds. This method is not the same as an organization reporting on a program-by-program basis. Rather, the grouping is based on the type of restriction the contributor places on the resources. Contribution revenue is generally recognized in the period contribution are received.
 - **Revenue:** Income generated by the supply of goods or services by the University unit to an external customer.
 - **Specific Provisions Fund:** Record of appropriations made to and from the General Operating Fund, Capital Asset Fund and Research and Special Funds to provide future funding for the replacement, improvement or emergency maintenance of capital assets, unit carry-over, a fiscal stabilization provision to offset potential spending in excess of future budgets and other matters.
 - **Staff Benefits Fund:** Accounts for the pension reserve and the self-insured long-term disability income and dental plans. The revenues of these accounts are restricted for the purposes noted.
 - **Targeted or direct revenue:** Restricted operating funds targeted for a specific purpose, including research development (formerly called the Indirect Cost of Research), targeted ACCESS funds and any externally funded contracts or project sources managed by a faculty or unit.
 - **Trust Fund:** Record of gifts and bequests received by the University that may be used in their entirety along with the net investment income earned on these funds, according to donor restrictions. The majority of these funds are used for scholarships, bursaries, awards, loans and other scholarly activities.
 - **U15 Group of Canadian Research Universities:** An association of 15 Canadian public research universities established in 1991 to represent its members' interests, primarily to provincial and federal governments, concerning the research enterprise and government programs supporting research and development. It is headquartered in Ottawa.
 - **UMplan:** A technology based software system that is a component of the new decentralized budget model used by the University of Manitoba which supports and facilitates the University's budgeting and planning efforts beginning with the preparation for the 2018/19 fiscal budget year.

-
- **University Investment Trust (UIT):** A permanent fund established to support specific purposes at the University. A portion of the investment return is used to support current year programs and therefore contributes to the quality of teaching, student accessibility, research, athletics and public service. The UIT is managed by the Trust Investment Committee, a Board of Governors advisory committee that makes recommendations on all matters related to the investment and distribution of endowment assets.



AGENDA ITEM: Proposed Admission Targets, 2018-2019

RECOMMENDED RESOLUTION:

For Discussion/Advice.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

- Section 2.4 of the *Admission Targets* policy specifies that the President has the authority to approve changes to, or the introduction of, Admission Targets following consultation and discussion with the applicable Unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.
- At its meeting on March 7, 2018, Senate received, for information and discussion, proposed undergraduate admission targets for 2018 – 2019 (attached).
- There are no changes to the admission targets that were in place the previous year for any faculty, college, or school. Within the Faculty of Education, the enrolment target for the Education After Degree (Weekend) has been removed. This was not a separate program from the After Degree Bachelor of Education. Rather it was a structure for delivering the program on weekends. Given recent changes to the After Degree B.Ed. curriculum, changes to the student body, and decreased demand for this scheduling option, it is no longer available to students.

RESOURCE REQUIREMENTS:

N/A

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

The establishment and regular review of enrolment targets for programs in each faculty, college, and school will facilitate strategic enrolment management planning at the University.

IMPLICATIONS:

N/A

ALTERNATIVES:

N/A

CONSULTATION:

The proposed admission targets were provided to Senate Executive (January 24, 2018) and Senate (March 7, 2018), for information and discussion.



Board of Governors Submission

Routing to the Board of Governors:

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate Executive	January 24, 2018
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senate	March 7, 2018
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

Submission prepared by: Senate

Submission approved by: University Secretary

Attachments

- Proposed Admission Targets, 2018 - 2019



UNIVERSITY
OF MANITOBA

Office of the Provost & Vice-President (Academic)

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

MEMORANDUM

TO: Jeff Leclerc, University Secretary
FROM: Susan Gottheil, Vice-Provost (Students)
DATE: January 10, 2018
RE: Proposed Admission Targets 2018/2019

Attached please find the proposed Undergraduate Admission Targets for undergraduate programs for Fall 2018.

You will note that no substantive changes have been made to the admissions targets from last year. There has been one deletion - the Faculty of Education's Weekend program target. You will recall that last year the Faculty of Education reported that although historically there had been one intake for the program every three years, they are no longer offering this intake as an option.

Please forward this document to the members of Senate and the Board of Governors for their information.

SMG:md
attachment

Summary of Undergraduate Admission Targets

December 8-2017

Program	2017-18 target	2018-19 Target
Faculty of Agricultural & Food Sciences		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
Faculty of Architecture		
Environmental Design	100	100
Faculty of Arts*		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
Asper School of Business*		
Management (Degree)	420	420
Faculty of Education		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
Faculty of Engineering		
Engineering*	364	364
Engineering - Internationally Educated Engineers	25	25
CHR Environment, Earth & Resources*		
Environment, Earth & Resources (Degree)	135	135
School of Art		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
Faculty of Health Sciences		
Health Studies (Degree)	25	25
Health Sciences (Degree)	25	25
College of Dentistry		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
School of Dental Hygiene		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
College of Rehabilitation Sciences		
Respiratory Therapy (Degree)	16	16
College of Medicine		
Medicine	110	110
Family Social Sciences	80	80
College of Nursing		
Nursing (Degree)	240	240
College of Pharmacy		
Pharmacy (Degree)	55	55
Faculty of Kinesiology & Rec Management		
B Kin (AT)	24	24
B Kin*	65	65
B P E*	35	35
B RM & CD*	40	40
Faculty of Law		
Law (Degree)	106	106
Marcel Desautels Faculty of Music		
Music*	60	60
Music - Jazz Studies*	15	15
Faculty of Science*		
Science (Degree)	Target under consideration - See note 1	Target under consideration - See note 1
Faculty of Social Work		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.

PRESIDENT'S REPORT: March 20, 2018

GENERAL

The Federal Government released its budget on February 27 and, as had been widely speculated in advance, the budget included a series of investments in research. Generally speaking the budget has been described as positive news by Canada's research community, though it does not implement fully the recommendations of the Fundamental Science Review, with substantial investments having been made in the granting councils, the Canada Foundation for Innovation, and in Canada Research Chairs, among other initiatives.

The founding board selection committee continues its work to select board directors for UM Properties GP Inc., which will develop the former Southwood Golf Course land in accordance with the principles articulated in the Visionary (re)Generation Master Plan. The development of the Southwood lands is a transformational opportunity to connect the University and the community and while meeting the University's future needs.

University of Manitoba alumni have demonstrated tremendous interest in serving the University as an alumni representative on the Board of Governors. Twenty-five nominees from across Canada and the United States are seeking election for a three-year term, an unprecedented number of candidates. All alumni are eligible and encouraged to vote; [candidate bios](#) and [voting](#) are available online.

On October 30, 2017, the University revised the Responsible Conduct of Research Investigation Procedure in order to align and comply with the Tri-Agency Framework: Responsible Conduct of Research (the "RCR Framework (2016)"), which was revised on December 23, 2016. This revision allows the University to comply with the Tri-Agency guidelines as outlined in the RCR Framework (2016). It supports the University's strategic goal to champion excellence in research, scholarly work and other creative activities. Revisions include:

- Clarification of definitions of researcher responsibilities and corresponding breaches;
- Responsibilities for researchers participating in Agency review processes;
- Annual reporting requirements for the University;
- Clarification on how anonymous allegations will be considered; and
- Clarification on how allegations will be addressed when more than one institution is involved.

President David Barnard, Vice-President (External) John Kearsey and Acting Associate Vice-President, Donor Relations Vanessa Shaff, travelled to Hong Kong February 24 – March 3 to meet with donors and to host an alumni event on February 28. Hong Kong is home to the largest University of Manitoba alumni population outside of North America.

Members of the University community are reminded of the upcoming Distinguished Alumni Awards Celebration of Excellence on Tuesday, May 10, which will honour:

Paul Soubry – Lifetime Achievement Award
Dr. Lorrie Kirshenbaum – Professional Achievement Award
Tina Jones – Community Service Award
Jan Lederman – Service to the University of Manitoba Award
Dr. Shayne Reitmeier – Outstanding Young Alumni Award

ACADEMIC MATTERS

- The Manitoba Dental Association honoured Dr. Anthony Iacopino, dean of dentistry, with its Distinguished Service Award for his sustained efforts to bring the Manitoba dental community together by improving relationships between the college of dentistry, University of Manitoba Dental Alumni Association, Manitoba Dental Association, Winnipeg Dental Society and Alpha Omega Dental Fraternity.
- Rotimi Aluko, food and human nutritional sciences, has been selected as a 2018 American Oil Chemists Society (AOCS) Fellow. The American Oil Chemists Society (AOCS) Fellow Award is a category of American Oil Chemists Society (AOCS) membership that recognizes achievements in science, or extraordinary service to the Society. Such contributions are not limited to research, but may include such areas as industrial achievement, leadership, education, administration, communications, or regulatory affairs.
- Frank Hawthorne, geological sciences, was appointed Companion of the Order of Canada in the New Year's Honours List.
- Ethan Amyotte, geological sciences, student, was selected by the Society of Economic Geologists (SEG) from 50 international applicants to attend a fully funded field trip to Ghana, Africa. Ethan was also selected by the Prospectors and Developers Association of Canada (PDAC) from 45 national applicants to attend the Student-Industry Mineral Exploration Workshop (S-IMEW) in Sudbury. These honors are based on the student's leadership skills and academic preparation.
- The Manitoba Medical Students' Association (MMSA) held a "Pack-a-Sac" drive in support of Agape Table. The MMSA held a fun competition between the four med. classes and pharmacy and collected warm clothing and toiletries to make backpacks to give to community members who are in need.
- On February 8th two films about Indigenous communities in Manitoba making things happen through dance and education will be screened at the Winnipeg Art Gallery. *Twilight Dancers* (Paola Marino, Theola Ross) about youthful leadership shining brightly in Pimicikamak Cree Nation, where young people use square dancing to help heal the wounds left by suicides in their community. *Our People will be Healed*, Alanis Obomsawin's 50th film, reveals how a Cree community in Manitoba has been enriched through the power of education.
- The Illuminate Speaker Series hosted by the College of Rehabilitation Sciences presented a public lecture by Dr. George Siemens on the topic *Massive Open Online Courses (MOOCs): Hope, Hype, Impact*. Siemens is an expert on the influence of technology and media on education, organizations and society. He spoke about how implementing learning analytics can benefit research and practice in health sciences education.
- André Picard, health columnist of the *Globe and Mail* and a University of Manitoba honorary degree recipient, delivered Clinical Health Psychology's annual Robert M. Martin Memorial Lecture on the topic "Building a Healthier Health System."

- The inaugural health sciences industry fair was held in the Brodie Centre Atrium on the Bannatyne campus. The free career fair featured 10 health-related exhibitors. The fair was organized by the health sciences Graduate Students' Association and University of Manitoba career services to help student's research job and volunteer opportunities and connect with employers.

RESEARCH MATTERS

- On January 26, 2018 \$9.7 million in funding from the Canadian Institutes of Health Research was announced to project grant recipients at the University of Manitoba. Recipients are:

PI	Awarded	Title
Lavoie, Josée (Community Health Sciences/Manitoba First Nations Centre for Aboriginal Health Research)	\$1,575,900	Improving responsiveness across the continuum of kidney health care in rural and remote Manitoba First Nation communities (I-KHealth)
Karimi-Abdolrezaee, Soheila (Physiology & Pathophysiology)	\$1,059,525	Novel therapies to augment neurological benefits of cellular therapies for traumatic spinal cord injury
Driedger, S. Michelle (Community Health Sciences)	\$864,450	Changing the patient-PCP dialogue: fostering trust through joint clinical decision making
Mckenna, Sean (Chemistry)	\$784,125	Investigating the regulatory role of RNA-G4 helicases on telomerase activation.
Fowke, Keith (Medical Microbiology)	\$772,650	Reducing HIV target cells in the female genital tract: Determining the mechanism of inducing immune quiescence.
Dhingra, Sanjiv (Physiology & Pathophysiology/St Boniface Albrechtsen Research Centre)	\$749,700	Role of HSP90-alpha in preserving immunoprivilege of allogenic mesenchymal stem cells in the ischemic heart
Hatala, Andrew (Community Health Sciences)	\$745,875	Pathways to Resilience and Health Equity: participatory action research with Indigenous youth in four urban Canadian contexts
Azad, Meghan (Pediatrics & Child Health/Children's Hospital Research Institute of Manitoba)	\$742,050	The impact of soluble TLR2 and other immunomodulatory factors in breast milk on the development of allergic disease: translational research in pre-clinical models and the CHILD birth cohort
Mookherjee, Neeloffer (Internal Medicine/Immunology)	\$661,725	Innate Defence Regulator (IDR) peptides: Regulatory mechanisms in the control of asthma
Murooka, Thomas (Immunology)	\$573,750	Role of migratory DCs in HIV dissemination in vivo

Sibley, Kathryn (Community Health Sciences/George & Fey Yee Centre for Healthcare Innovation)	\$443,700	Advancing the Science of Integrated Knowledge Translation with Health Researchers and Knowledge Users: Understanding Current and Developing Recommendations for Integrated KT Practice
Slater, Joyce (Food Science & Human Nutritional Sciences)	\$393,976	FANS: Building Evidence to Inform Policies and Programs for Food and Nutrition Security in Manitoba Youth
Riediger, Natalie (Community Health Sciences)	\$359,551	Sticky money: Exploring the acceptability of a sugar-sweetened beverage tax among Canadian Indigenous populations

- On January 25, 2018 the awarding of two new Canada Research Chairs and another renewed was announced by MP Terry Duguid at the University of Manitoba. Dr. Frank Deer (Education) is the new CRC in Indigenous Education; Dr. Jörg Stetefeld (Chemistry) is the new CRC in Structural Biology and Dr. Salah Mahmud (Community Health Sciences) is the renewed CRC in Pharmaco-epidemiology and Vaccine Evaluation. The three CRCs will receive a total of \$2.4 million in funding.

Deer's research program will focus upon Indigenous education in school and community contexts. Specifically, how Indigenous languages can be revitalized in schools and communities. Stetefeld's research seeks to understand, in detail, the structure-function relationship of proteins as dynamic systems: how are they involved in signaling complexes related to human disease and how can they be used for biomedical applications. Mahmud leads a research program that provides actionable evidence for public health decision-making on preventing malignant and infectious diseases.

- Vice-President (Research and International) and Distinguished Professor Dr. Digvir Jayas was reappointed to the Natural Sciences and Engineering Research Council of Canada (NSERC), the only member to be reappointed from the previous cohort of members. Collectively, NSERC Council members represent the academic research and private sector communities in the natural sciences and engineering. The Council works to achieve the maximum strategic impact for Canada from the expenditure of public funds and to advance Canada's research and development agenda. His reappointment continues the legacy of service by preceding professors at the University of Manitoba, notably Dr. Joanne Keselman (2001 – 2008) and Dr. James Blatz (2009 – 2014).
- The winter issue of *ResearchLIFE* magazine was published in January. Highlights include: Dr. Dagmar Svecova (Civil Engineering) is solving problems such as the rehabilitation of old bridges to handle increased loads and focusing on infrastructure and testing new concepts and materials to solve critical structural problems. Dr. Maureen Flaherty (Peace and Conflict Studies) partners with Lviv Polytechnic and Academics without Borders to build bridges between communities, bringing people together across conflict to explore their common concerns and learn more about themselves and others. The power of data to improve healthcare for seniors in Manitoba is explored through the feature on nationally recognized expert on elder care Dr. Malcolm Doupe (Community Health Sciences/Manitoba Centre for Health Policy). Dr. Robert Duncan's research (Agricultural and Food Sciences) involving the Brassica Breeding Program and our legacy of canola research is also highlighted. [Read the full issue online here.](#)

- The twelfth annual Science, Engineering and Technology (SET) Day was held on campus on February 23, 2018 hosted and organized by the Office of the Vice-President (Research and International). More than 195 grade 11 and 12 students and their teachers participated in faculty-hosted hands-on activities: Hearts and Rec (Science), Pizza 101 (Agricultural and Food Sciences), Intro to Intelligent Robots (Science), Build-A-Bridge (Engineering), SERFing in the Arctic (Clayton H. Riddell Faculty of the Environment, Earth, and Resources) and Analyzing Your Moves (Kinesiology and Recreation Management). Let's Talk Science student volunteers provided hands-on microbiology activity. The participants listened to three SET Talks given by Dr. Julie Ho (Internal Medicine), graduate student Deirdre Khan (Biological Sciences/Graduate Studies), and Dr. Annemieke Farenhorst (Soil Sciences). Students and teachers were very engaged throughout the day both in the activities, talks and via social media (#SETDay2018).
- Eighty-four research projects led by 81 PIs received a total of \$1,960,949 in funding from various sponsors. Those receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Beta, Trust (Food and Human Nutritional Sciences)	NSERC Engage	Optimizing extraction conditions of Red Osier Dogwoods' ground leaves and bark to obtain product with optimum phenolic levels and shelf life properties	\$25,000
Birouk, Madjid (Mechanical and Manufacturing Engineering)	NSERC Engage	Improving the efficiency of heat exchanger using spray evaporative cooling	\$25,000
Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Inc.	Wide area measurement based robust damping controllers for power systems with embedded power electronic devices	\$59,000
Jolin-Dahel, Kheira (Family Medicine)	Manitoba Medical Service Foundation	A tool to predict cesarean delivery in rural and First Nations populations	\$30,000
Mark, Brian (Microbiology)	University of Alberta	Engineering human hexosaminidase for gene and enzyme therapies	\$60,250
Miller, Donald (Pharmacology and Therapeutics)	NSERC Engage	Nanoparticle based cell selective modulation of SSAT1	\$25,000
Mundy, Christopher (Centre for Earth Observation Science)	Polar Knowledge Canada	Southampton Island Marine Ecosystem Project (SIMEP)	\$162,500

Nyachoti, Charles (Martin) (Animal Science)	Anpario plc.	Response of <i>E. coli</i> challenged weaned pigs to dietary organic acid or zinc oxide supplementation	\$34,350
Paliwal, Jitendra (Biosystems Engineering)	Mitacs Inc.	Exploration of EMC characteristics for Manitoba-grown soybeans	\$61,183
Tachie, Mark (Mechanical and Manufacturing Engineering)	NSERC Engage	Surface-mounted bluff bodies immersed in deep turbulent boundary layers	\$25,000
Torabi, Mahmoud (Community Health Sciences)	Canadian Statistical Sciences Institute	Spatial modeling of infectious diseases: Environment and health	\$180,000

ADMINISTRATIVE MATTERS

- Work continues on the review of the current Human Resources Information/Payroll Systems (HRIS/VIP) to either upgrade to the web-based version, or replace it entirely.
- Five Success through Wellness Grants grants were awarded for \$30,000 to nurture and encourage wellness in the University of Manitoba community.
- In support of the University of Manitoba’s Sustainable Transportation Strategy and Visionary (re)Generation, the Office of Sustainability with Architecture and Engineering Services and the Campus Planning Office has worked with a consultant to develop a plan for pedestrian and cycling infrastructure improvements for Fort Garry and Bannatyne campuses. The Pedestrian and Cycling Plan incorporated feedback from the Campus community through Open Houses (350+ participants) and an online feedback portal. It provides a 15-year framework to deliver infrastructure to support the growing demand for active transportation on campus and improve connections to the surrounding community through the City of Winnipeg pedestrian and cycling infrastructure. The Plan provides direction on priority areas based on an assessment of existing conditions, safety considerations and the benefits in relation to the level of investment. It also provides a structured framework that will support phased improvements in concert with other adjacent construction and maintenance repairs such as for roads, utilities and parking lots. Based on the framework provided by this Plan, the Office of Sustainability has initiated work on a Pedestrian Cycling Plan for Smart Park which was not part of this study.
- In 2016, the Office of Sustainability conducted a baseline transportation survey of current commuting patterns and transportation needs for staff, faculty and students, contributing to the development of the Sustainable Transportation Strategy. A follow-up survey, conducted from January 22 – February 9, 2018, meets a Sustainability Strategy priority action item to implement a regular (biennial) transportation survey as an important monitoring tool for transportation performance indicators. The follow-up survey was completed by 6,785 staff, faculty and students; a 50% increase in participation from the previous survey. The results of this survey will continue to

inform strategic transportation planning around infrastructure, education and peer-based programs on campus.

- In partnership with the Health Sciences Graduate Student Association, the Office of Sustainability hosted a screening of Al Gore's *Inconvenient Sequel: Truth to Power* at the Bannatyne campus. This is the second event of this nature following the initial screening of the film in October 2017 and was attended by students, staff, faculty and community members. The film is available to University of Manitoba library cardholders as a DVD or online streaming platform. Several faculties and instructors have also contacted the Office of Sustainability to set-up in class screenings. The Office of Sustainability is investigating additional open screening events of the film in the fall 2018 to accommodate the new cohort of students.
- There is a research and technology park known as Innovation Place ("IP") in Saskatoon, which has been in operation for approximately 25 years. Given that IP has been running a successful operation for many years, the University thought it would be beneficial to visit IP in order to meet the key personnel there and learn more about its operations, in particular, if and how they charge out Park Wide expenses. On February 7, 2018 Naomi Andrew, Trish Faurichou and Larry Paskaruk met with Jackie Presnell (Executive Director of Marketing) and Debbie Haluik (Executive Director of Client Relations) at IP in Saskatoon. IP advised that all tenants of the park pay park wide common area costs (even tenants on a land lease). IP measures to BOMA '96 standard. IP has always had park common area costs in all of their leases. After the meeting, they provided us with the language IP uses in their leases with respect to common areas. The meeting was very productive and we came home with some very useful information and precedent wording.
- The Fundraising and Donation Acceptance Policy and Procedures should be finalized soon. The policy and procedure establish a framework for how the University solicits, reviews and accepts gifts. Both documents are in final revisions by both Legal and Donor Relations after which, both will move to stakeholder review with Libraries, Kinesiology and Recreation Management and University Secretary.
- The Sponsorship Policy establishes processes and provides guidance for the formation of partnerships between the University and the private sector. The Policy is ready for review by stakeholders while its draft Procedures are nearly completed. Final draft expected in early spring.
- Following the practice of numerous other Canadian universities, the Copyright Office and IST have developed "Website Terms of Use" for the University of Manitoba website. The Website Terms of Use presently appear in the lower right hand side of many University of Manitoba webpages, and will appear on other pages as they are updated.
- On February 9, 2018 the Human Rights and Conflict Management Officer along with the Director for Student Advocacy presented to Academic Administrators on Responding to Allegations & Disclosures of Sexual Harassment & Assault. The Vice-Provost (Academic Affairs) requested this training be adapted from the presentation provided at the Senior Executive retreat in December 2017. This is a new workshop for administrators.
- Following the introduction of the revised travel and business expense claims procedures in December, Crystal Prettie (Travel Services) and Mona Sodhi (Research Accounting) have completed

a first round of information sessions across both campuses. Over 200 people attended ten sessions. To date, the vast majority of feedback received on the changes has been very positive.

- Dining Services has a “flex station” in the University Centre Campo which is used to recruit outside vendors for the fall and winter terms, based on applications and a customer voting process. The supplier selected for the fall term, AFV Kitchen has been extended into one of our other Campo locations due to popular demand. The flex station supplier selected for the winter term, a joint venture between Bronuts and BDI, has also proven very popular. In January, we extended the flex station concept to the Bannatyne campus by opening a temporary location for Bronuts at that campus, again with positive customer feedback.
- The Office of Information Services and Technology is implementing a number of improvements:
 - Security Policy and Procedures are being reviewed by the unions before going to the Board of Governors for review and approval;
 - 2 Factor Authentication project is in progress;
 - Mobile device encryption project is in progress;
 - ARMC Cyber Security report will be presented March 6 2018;
 - Global Meltdown/Spectre vulnerability announced in January, University of Manitoba mitigated the risk by patching the various environments;
 - Network Switch Improvements (NSI) phase 2 (January 2018 to October 2018): evergreening switches on buildings, installing \$500K total switches (fiscal 2017/18) and \$700K (fiscal 2018/19); and
 - Wireless improvements at tunnels and buildings (August 2017 to July 2018): purchasing Access Points for FG tunnels at \$150K. Also performing comprehensive wireless survey of all buildings/tunnels at Fort Garry and Bannatyne.
- Campus Network Re-Design (January 2018 to March 2019) will provide redundancy for the Fort Garry campus network for \$900K. Will involve minimal physical infrastructure renovation as this is mostly logical network reconfiguration.
- CANARIE joint security project (August 2017 to November 2017): setting-up a Bro Network Security Monitor server now analyzing all traffic coming and leaving UofM as CANARIE’s prototype for 39 other institutions taking part in the project.

EXTERNAL MATTERS

For the period of April 1, 2017 to February 23, 2018 University has raised \$27,156,163.66 towards the 2017/2018 fiscal year.

- As of February 23, 2018, \$310,495,376 in philanthropic gifts has been raised towards our cumulative campaign goal for 2017/2018 of \$305 million. Discussions continue with the provincial government regarding a \$150 million commitment towards the \$500 million Front and Centre campaign goal.
- Examples of gifts in the last reporting period include:
 - A \$600,000 gift (\$200,000/year over 3 years beginning September 2018) in support of the Youth in Care Tuition grants has been made anonymously by a foundation.

- The Duha family - Gwen Duha [BScHEc/1951], Rick Duha [BComm(Hons)/1982] and Karen Duha [BRS/1986] - gave \$167,270 to establish a graduate scholarship.
- The Campus Day Care Centre will contribute \$100,000 to the childcare expansion project, signaling their commitment to its success.
- The late Charles Allen Evans [LLB/1956] has generously designated \$150,000 through his estate to support the Faculty of Law and the University more generally.
- Significant events and activities in the last reporting period include:
 - At a tour of the College of Dentistry's Patient Care Clinic on January 15, Scotiabank announced their \$500,000 gift to enhance dentistry student training, increase access to oral health care and establish the Scotiabank Scholarship in Data Analytics.
 - More than 200 people attended Visionary Conversations on February 13 where the President moderated a panel that included Devon Clunis; Leisha Strachan [BPE/97, BEd/99]; Zilla Jones [JD/11] and Francis Amara [M.Ed./2010]. The event, presented in partnership with the Canadian Museum for Human Rights and the Winnipeg Black History Month Celebration Committee, was promoted through print and digital marketing efforts, contributing to strong attendance.
 - A new digital marketing strategy developed to increase applications to the Intensive Academic English Program (which prepares students for admission to University) drove increased traffic to the program's landing page from 2,163 recorded sessions in December to 8,800 sessions in January. Additionally, applications submitted rose 319%, growing from 32 to 134.
 - The Seniors Alumni Learning for Life Program's winter session is running from February 14 – March 7.
 - On January 31 the Faculty of Agriculture Students' Organization (FASO) recognized the Richardson Foundation's \$60,000 gift to the Richardson Aggie Student Lounge.
 - The New Fellow's Reception took place on February 15 in ARTlab, School of Art with 70 in attendance.
 - The *Reconciliation through Sports Conference*, designed to create dialogue about how sport can foster reconciliation, took place February 21-23 on the Fort Garry campus.
 - In support of UM's commitment to student mental health, an Instagram contest was initiated on @umstudent and timed to coincide with Bell Let's Talk day on January 31. Over a five-day period, the contest garnered 24 entries and over 1,000 engagements.
- Upcoming events and activities include the following:
 - The University will host Leadership Winnipeg for a day-long educational session on March 17. Leadership Winnipeg is a partnership between The Winnipeg Chamber of Commerce and Volunteer Manitoba for local leaders.
 - The 2018 Three Minute Thesis (3MT®) research final competition takes place March 21 at 7:00 pm in St. John's College. The 3MT® challenges students to consolidate their ideas and research discoveries so they can be presented concisely to a non-specialist audience.
 - The Seniors Alumni Learning for Life Program's spring session will run from April 4 – May 23. This session is sold out (80 registrants).
 - The Vice-President (External) and Dean of the Rady Faculty of Health Sciences will be traveling to Houston to meet with alumni and donors, and to host an alumni reception on May 21.
 - The Max Rady College of Medicine convocation will take place May 24.
 - The Fort Garry campus convocations will take place June 4-8.



AGENDA ITEM: *Taking our Place: University of Manitoba Strategic Plan
Sharing our Progress: January 2015 – March 2017*

RECOMMENDED RESOLUTION:

None. For information only.

Action Requested: Approval Discussion/Advice Information

CONTEXT AND BACKGROUND:

In November 2014, following an extensive consultative process, Taking Our Place: University of Manitoba Strategic Plan 2015–2020 was adopted by the University of Manitoba Senate and approved by the Board of Governors. This plan articulated a series of five broad priorities for the University and actions that would be taken in support of pursuing those priorities.

The attached progress report provides an update to the end of March 2017 on the progress toward meeting the five priorities, and planned areas for attention moving forward. It reflects extensive efforts by faculties, administrative units, partners and community members and commitment demonstrated from across the University community to implementation of the Plan priorities.

A final report will be generated upon conclusion of the period of time covered by Taking our Place.

RESOURCE REQUIREMENTS:

n/a

CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Taking our Place: The University of Manitoba Strategic Plan commits the University to reporting to the Board of Governors, Senate and the University of Manitoba community on the implementation of the plan.

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 type="checkbox"/>	<u>David B...</u>	<u>March 12, 2018</u>
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
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<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Submission prepared by: **Kerry McQuarrie Smith**

Submission approved by: _____

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

Attachments

*Taking Our Place: University of Manitoba Strategic Plan
Sharing our Progress January 2015 – March 2017*



UNIVERSITY
OF MANITOBA

TAKING OUR PLACE:

UNIVERSITY OF MANITOBA
STRATEGIC PLAN

SHARING OUR PROGRESS

JANUARY 2015 – MARCH 2017



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MESSAGE FROM THE PRESIDENT & PROVOST

Reflection is an act in which we frequently engaged during the last year, the 140th anniversary of the University of Manitoba. To define where we are going, we must also understand how far we have come.

When *Taking Our Place: University of Manitoba Strategic Plan 2015–2020* was adopted by the Senate and approved by the Board of Governors in November 2014, we committed to reporting on its implementation; this report is part of that commitment.

Here, we reflect upon our progress on each of the five priorities identified in *Taking Our Place* and include some of the many accomplishments made from January 2015 to March 2017.

These shared successes provide insight into the many ways our faculties, administration and stakeholders are partnering together and engaging with the broader community to deliver on our collective institutional priorities.

While we have made substantial progress, a great many opportunities remain to be realized. As we mark our achievements, let us also embrace the renewal to come as we continue to move towards taking our place as a leading university in Canada.

Dr. David Barnard
President and Vice-Chancellor

Dr. Janice Ristock
Provost and Vice-President (Academic)

EXECUTIVE SUMMARY

This mid-term report provides feedback on the progress of the five strategic priorities articulated in *Taking Our Place: University of Manitoba Strategic Plan 2015–2020*. The activities discussed in this report occurred between January 2015 and March 2017.

The University of Manitoba is a highly complex, decentralized organization with wide-ranging activities at multiple locations. While this report does not represent the full breadth and depth of all activities during the reporting period, it does provide insights into the many ways in which the faculties, administrative units and our stakeholders partner together and engage with the broader community to advance our collective priorities.

Substantial progress has been made on each of the strategic priorities identified in *Taking Our Place*, with many goals having been met or demonstrated noteworthy advancement. Highlights of these achievements are outlined below, followed by the steps we will take to move forward so that all goals are realized by the Plan's conclusion in 2020.

PRIORITY 1: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- *Optimized enrolment and mobility*: International undergraduate and graduate enrolments exceeded initial goals of 10 per cent and 20 per cent, respectively, and new initiatives such as enhanced English language courses, workshops and tutors have been introduced. The University also provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions.
- *Advancements in flexible learning*: 18 of the 33 recommendations outlined by the Blended and Online Learning Task Force have been fully implemented. Most notably, online course delivery and development was transferred from Extended Education to the Centre for the Advancement of Teaching and Learning, which has streamlined operations and procedures.
- *Classroom and laboratory upgrades*: Over 23 per cent of learning spaces have been renovated or upgraded, including: audio/visual upgrades to 164 instructional learning and meeting spaces; and a 40 per cent increase in wireless access points.
- *Innovative teaching*: The Teaching and Learning Enhancement Fund was established and supported 29 new projects by teaching faculty on innovative pedagogical and research approaches and teaching and learning scholarship. 66 faculty members have entered the Teaching and Learning Certificate program (TLC), a two-year competency-based program for faculty members in the early part of their teaching careers. 20 have graduated and 37 remain active in the program. The Certificate in Higher Education Teaching (CHET) program for graduate students was revised and graduated 87 students.
- *Incorporating Indigenous content*: The Indigenous Scholars Fund was established and helped appoint Indigenous scholars to six faculties to ensure that more graduates have an understanding of the importance and contributions of Indigenous peoples. An Indigenous Initiatives Fund was established and supported 22 different initiatives across the University.

Moving forward, more combined undergraduate and graduate academic program reviews will be taken to enhance program quality and sustainability. A University-wide approach to increasing experiential learning opportunities will be initiated by a new task force. Inclusion of Indigenous content in academic programs will be facilitated through creation of a new position of Vice-Provost (Indigenous Engagement).

Leadership development for academic administrators will be enabled through a partnership between the Office of the Provost and Human Resources. Finally, progress in Strategic Enrolment Management (SEM) will continue through the development of the next SEM plan with a strong focus on reducing student time-to-completion and on strategies for academic units to support the attainment of SEM goals.

PRIORITY 2: DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK, AND OTHER CREATIVE ACTIVITIES

- *Increased funding:* Research income has increased from \$162.5 million to \$186.8 million due to outstanding achievements of our researchers, enhanced support for grants and contracts, streamlined processes and increased start-up funding for new faculty members.
- *Additional undergraduate support:* Undergraduate Research Awards (URAs) have increased, from 82 awards worth \$492,000 in 2015 to 102 awards worth \$663,000 in 2017, allowing more students to work on research projects with University professors. In 2016, 10 of the 102 URAs were dedicated to Indigenous students.
- *New professorships and chairs:* Eight positions have been created to develop and lead research in the areas of business ethics, neuroscience, traumatology, finance, agricultural risk management and insurance, leadership education, leadership research and multiple sclerosis.
- *Indigenous perspectives in research:* The University now hosts the National Centre for Truth and Reconciliation (NCTR) — the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission. Its affiliation with the University will enhance the ability of researchers to explore the impacts of Residential School experience and of educators to share the Indian Residential School history with future generations of students.
- *Internal grants programs:* Four programs were created to provide funds that foster collaborative research, scholarly work and other creative activities within and outside the University. The Small Research Equipment Funding Program will allow researchers to purchase and repair equipment or fabricate equipment not readily available.

Over the next two years, the number of Undergraduate Research Awards available will be further increased, providing more research experience for students. There will also be continued efforts to secure additional Research Professorships and Research Chairs, including NSERC Industrial Research Chairs. Priority will be given to the hiring and retention of core staff to support the mandate of the National Centre for Truth and Reconciliation. Finally, the use of electronic submission for grants and contracts is expected to decrease processing time.

PRIORITY 3: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT

- *Raised awareness of Indigenous perspectives:* New ways for students, faculty and staff to learn about Indigenous knowledge, cultures and traditions include the introduction of Indigenous Awareness Week, weekly fireside chats on Indigenous topics and a Pow Wow practice group. Establishing the Indigenous Scholars Fund and the Indigenous Initiatives Fund has helped to further embed Indigenous knowledge and perspectives into curriculum, programs and initiatives.
- *Improved self-declaration process:* Focus on increasing enrolment of Indigenous students while improving and promoting the self-declaration process resulted in an increase of over 10 per cent between 2015 to 2016, from 7.4 per cent of total enrolment to 8.1 per cent of total enrolment.

- *Strengthened partnerships:* In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint, uniting with all provincial post-secondary institutions and the Manitoba School Boards Association to advance Indigenous education and reconciliation.
- *Recognizing and celebrating achievements:* The Indigenous Student Awards of Excellence were established in 2017 to recognize exceptional student contributions to advancing Indigenous achievement at the University.
- *Increased student support:* Several initiatives by the Indigenous Student Centre and academic units are empowering continued student success, including access to scholarships and bursaries, transition programs, tutoring and peer-to-peer mentoring and the Qualico Bridge to Success program for transition of new Indigenous students into post-secondary education. Their success is evident in the increasing number of diplomas and degrees conferred each year.

Going forward, the Manitoba Collaborative Indigenous Education Blueprint will be implemented, including activities and events that support reconciliation. The Vice-Provost Indigenous Engagement will work with other administrative and academic units to attract and retain Indigenous scholars.

A final area of focus will be on ensuring that every student graduates with a basic understanding of the importance and contributions of Indigenous Peoples in Manitoba and Canada. Initiatives will include determining current Indigenous curriculum and further developing Indigenous content, while assisting academic staff in integrating Indigenous curriculum into courses.

PRIORITY 4: BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT

- *Indigenous planning and design principles:* Five principles were established through the Visionary (re)Generation project to guide planning and design on all University lands and campuses, making the University a leader in this area. The UMSU Bike Kiosk was the first project to be completed using these principles, incorporating ceremonies conducted by Elders for tree removal and replanting and a ground blessing.
- *Respectful and inclusive environments:* The University has taken many steps to build a welcoming community for all, including: launching its first Accessibility Plan beginning, implementation of the new mental health strategy Success Through Wellness, constructing a new childcare facility and development of a sexual assault policy.
- *Sustainability strategy:* The goal to support environmental sustainability was advanced by the new Sustainability Strategy 2016–2018, resulting in decreased consumption costs in water and natural gas and a 50 per cent increase in the diversion of recyclables from the waste stream.
- *Employee development:* Opportunities for professional development have increased substantially: nearly 200 in-person sessions are offered each year in addition to online resources. Significant emphasis has been placed on strong leadership skills through the Leadership Learning Program and the Academic Leadership Program.
- *Information security:* Information security practice was re-oriented to a technology- and risk-based rather than reactive approach, with a focus on education and awareness that engages all members of the University community. Modernizing systems and simplifying operations have also begun, with initiatives such as consolidating backup technologies from seven to two.

In the final two years of the Plan, IT policies and practices will be reviewed to best reflect the current environment and the needs of student, staff and faculty. Improvements in technology efficiency and

performance will be balanced with ensuring appropriate supports for the working and learning environment.

Increasing diversity in the University workforce will be another focus going forward, with related training for managers and those in hiring roles. An Indigenous Employee Recruitment and Retention Strategy will be developed and implemented and leadership development will continue. The process for prioritizing capital projects will be reviewed and enhanced to ensure capital planning is aligned with the University's highest priorities.

Finally, with the introduction of its new budget process, the U of M will work to fully implement the new model and supporting software to enhance budget development, planning and resource allocations.

PRIORITY 5: FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT

- *Multi-platform storytelling:* The UMToday News network, sharing stories of the university community's successes in learning, discovery and engagement, received over five million page views, with 60 per cent of traffic originating outside the university. Social media channels exceeded 205,000 followers worldwide and have experienced a 200 per cent increase in followers since December 2015. More than 120,000 alumni and friends worldwide read about the achievements of researchers, scholars, students and fellow alumni in the award-winning pages of **UMToday The Magazine**, launched Fall 2015 and published semi-annually and online.
- *Strengthened alumni relationships:* The Distinguished Alumni Awards and Seniors Alumni Learning for Life program are opportunities to create meaningful connections with alumni. The Distinguished Alumni Awards honoured 22 alumni and brought together over 1,100 students, faculty and government and community leaders. The Seniors Alumni program provides an opportunity to explore new ideas from researchers and fellow alumni on a variety of topics. 29 lectures have been held since Fall 2015.
- *Milestone fundraising:* The University achieved \$430,804,377 of its \$500,000,000 Front and Centre campaign goal as of March 31, 2017. 27,483 donors have contributed as of this date, of which 22,952 are alumni. These funds have created: 568 new student awards, bursaries, scholarships and fellowships; 18 new endowed Research Chairs and Professorships; and 29 new and upgraded buildings.
- *Long-term vision for Southwood precinct:* As part of the Visionary (re)Generation Master Plan, which will guide the development of the Fort Garry Campus over the next 30 years, seven large-scale events, 15 community conversations and five Neighbourhood Network meetings were held as part of a collaborative planning process.
- *Community outreach:* A wide range of community-focused events, performances and programs connect the University with thousands of Manitobans, out-of-province visitors and alumni and friends worldwide. The Visionary Conversations speaker series, addressing current topics ranging from poverty to reconciliation to refugees, held 19 events that attracted an audience of 3,000 in person and thousands more through digital engagement. Mini University achieved a 21.4 per cent increase in registrations for its summer programs, reaching 15,000 children annually.

Moving forward, achieving the Front and Centre campaign goal of \$500 million will support University priorities in the areas of Indigenous achievement, research excellence, graduate student support, outstanding student experience and places and spaces.

Faculty expertise will be showcased through the University's new partnership with Conversation Canada, a daily, independent online publication featuring topical news and analysis written exclusively by academics and researchers. The University will also develop a young alumni program incorporating both in-person and virtual events through partnerships with units across the University such as Career Services, Bison Sports and Mini University.

A focus will be placed on delivering integrated, best practice digital solutions for our internal and external community through efforts such as redesigning umanitoba.ca and modernizing the content management system.

NEXT STEPS

The information contained within this report will help inform the University's collective focus for the balance of *Taking Our Place* and ensure all areas of strategic value are addressed. A final report will provide an overview of continued progress towards our strategic goals.

ORGANIZATION OF THIS REPORT

This report on our progress is presented in sequence of the priorities as listed in *Taking Our Place: The University of Manitoba Strategic Plan 2015–2020*. Each section begins with an excerpt from *Taking Our Place* and proceeds to list all goals as originally published and provide updates on progress from January 2015 - March 2017 accordingly. To review the full strategic plan, please see: <https://umanitoba.ca/strategicplan>.

With the approval of *Taking Our Place*, there was a commitment to developing an assessment framework that would capture the qualitative and quantitative dimensions of the impacts of this plan. The University's relationship with the U15 group of universities has provided access to a significant amount of comparative quantitative data, and since 2015/16 the University has reported annually to the Board of Governors and Senate on a new set of institutional indicators, many of which are found throughout this report. There have also been many signs of progress which are not best represented by numbers. These stories are also excerpted throughout.

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Table sources: Office of Institutional Analysis or OIA; Office of the Vice-President (Research and International) or VPRI; Human Resources or HR; Office of Vice-President (Administration) or VP-Admin; Financial Planning Office or FPO; Office of the Vice-President (External) and SciVal.

I. INSPIRING MINDS

through innovative and quality teaching

The University of Manitoba is this province's research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size and that equip our undergraduate and graduate students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with their courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside of the University of Manitoba. Excellent professors who are properly recognized and rewarded for their skills and achievements teach them. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

GOALS:

a. *Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources.*

As a medical/doctoral university, the University of Manitoba continues to deliver a comprehensive range of liberal arts, science and professional programs while attending to issues such as program duplication, tuition and course-related fees, strategic enrolment planning, university admission standards and barriers to student progress. University expenses continue to increase at a faster rate than our revenues and at the same time, enrolments at the University have, in aggregate, increased since 2010/11. The overall growth, encompassed within a lengthy period of tuition constraint, has contributed to concerns about our ability to maintain sustainable programming without careful, informed planning.

Factors impacting on program sustainability differ significantly across our faculties, with these differences most evident between those offering accredited and non-accredited programs (a number of the university's programs hold accreditation by provincial, Canadian and/or international professional accreditation bodies). To facilitate better planning, there is a need for more focused institutional data reporting and for improvements in the transparency and understanding of the relationship between program sustainability and resource allocation.

Over the last two years, a number of academic programs have undergone change and development. Examples include:

- The Rady Faculty of Health Sciences completed a revision of the Bachelor of Nursing program using a concept-based curriculum in which structured learning experiences integrate into all clinical courses to reinforce the theory-based curriculum.
- The Faculty of Agriculture and Food Sciences merged its departments of Textile Sciences and Biosystems Engineering, providing a more vibrant academic home for the Textile Sciences academics and graduate students.

- The Faculty of Kinesiology and Recreation Management has focused on curriculum renewal, undertaking a comprehensive review and renewal of its program offerings between May 2015 and January 2016. Changes arising from this review have subsequently proceeded to Senate for approval.

In addition, due to declining student interest or structural changes, a number of programs have had admissions suspended pending review. These include:

- Doctor of Philosophy program in Cancer Control;
- Bachelor of Human Ecology, General Human Ecology;
- Bachelor of Science (Textile Science), Product Development;
- Bachelor of Science (Textile Science), Textile Development;
- Master of Science in Family Social Sciences;
- Master of Science in Textile Science;
- Master of Arts in Icelandic Language and Literature;
- Post Baccalaureate Diploma in Agrology;

b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba’s research university.

The Strategic Enrolment Management (SEM) Plan: 2013–2018 established broad goals to help shape undergraduate and graduate enrolment at the University. While enrolments have been increasing from year to year, since 2012 the rate of growth in undergraduate student enrolment has slowed (see Figure 1-1), as have the rates of domestic enrolments. These enrolment trends are generally consistent with those of our U15 colleagues.

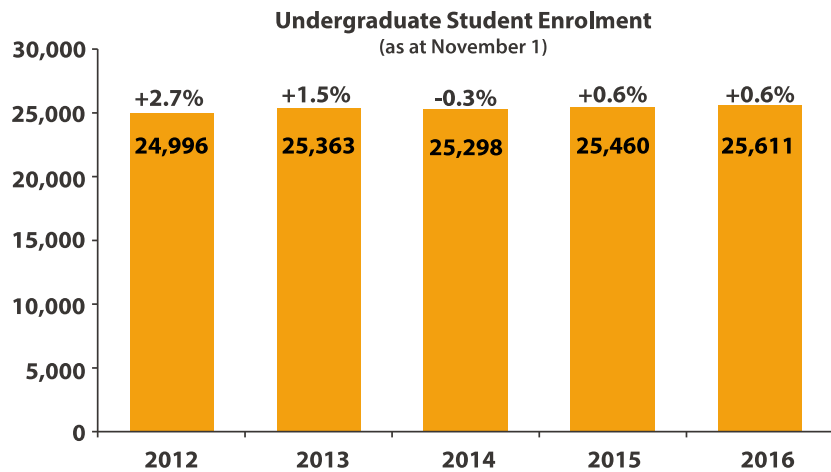


Figure 1-1 Undergraduate Student Enrolment

Source: Office of Institutional Analysis

A SEM Implementation Plan with strategies to achieve these goals was developed in 2015 under the leadership of the Vice-Provost (Students) and Vice-Provost (Graduate Education) and faculties were encouraged to develop their own plans to align with the University’s broader SEM goals. For example, the

Faculty of Engineering has set an international student enrolment target of 15 per cent for its undergraduate program; the I.H. Asper School of Business has added a new Indigenous ancestry admissions category to provide for 10 additional Indigenous students to enter the undergraduate business program; and the Faculty of Education has implemented a diversity admissions policy.

Graduate student enrolment has been relatively stable, with modest overall growth from 2012 to 2016 of approximately 3 per cent (see Figure 1-2). Because graduate enrolments occur throughout the year, it is common to see some fluctuation on an annual basis. Funding is a major barrier to increasing this enrolment; students and departments note that graduate student funding levels at the University of Manitoba are low compared to other research-intensive universities.

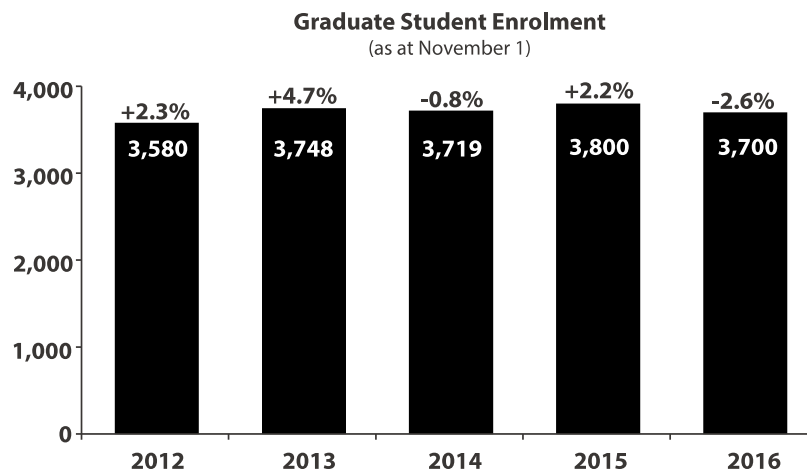


Figure 1-2 Graduate Student Enrolment

Source: Office of Institutional Analysis

SEM goals for a graduate student increase to 20 per cent of total enrolment and an Indigenous student increase of 10 per cent of the undergraduate student population and five per cent of the graduate student population students were ambitious. Undergraduate Indigenous enrolment has risen since initiation, while enrolment by Indigenous students in graduate programs has almost reached the five per cent goal. Increases to Indigenous enrolment have been positively influenced by initiatives such as improved programming and student supports, and outreach and recruitment initiatives. It is important to note that Indigenous enrolment data are based on self-declaration, and over time not all Indigenous students have chosen to declare their ancestry.

Since 2016, concerted efforts have been made to encourage all students to declare their Indigenous ancestry, a factor to be considered when interpreting the resultant enrolment increase (see Figures 1-3 to 1-5). The increase percentage may have been inflated by existing Indigenous students who have responded to our efforts to increase declaration, rather than reflecting actual new enrolments. Enrolment patterns will continue to be monitored closely over the duration of *Taking Our Place*.

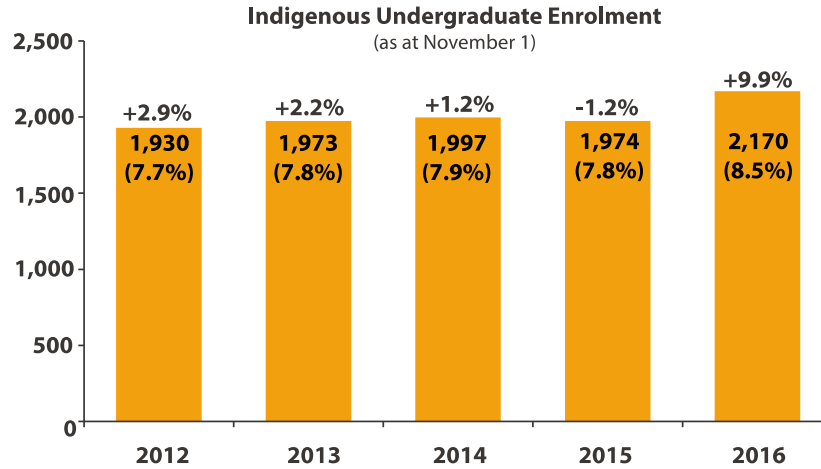


Figure 1-3 Indigenous Undergraduate Enrolment as of November 2016

Source: Office of Institutional Analysis

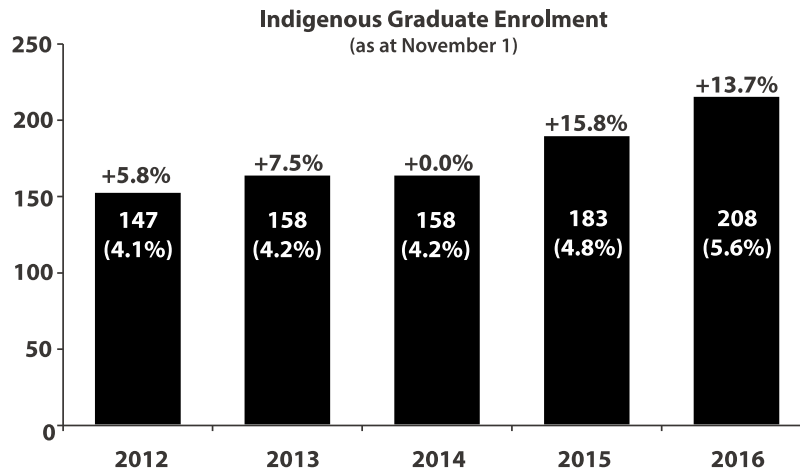


Figure 1-4 Indigenous Graduate Enrolment as of November 2016

Source: Office of Institutional Analysis

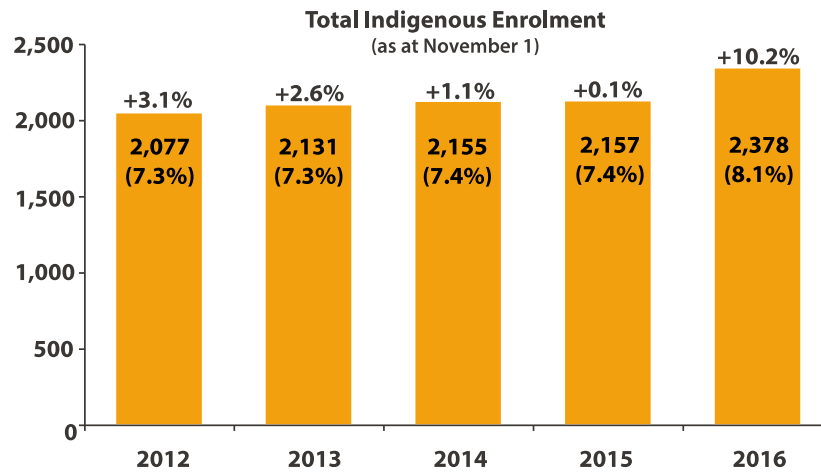


Figure 1-5 Total Indigenous Enrolment as of November 2016

Source: Office of Institutional Analysis

The SEM Plan also established goals for increasing international student enrolments as a percentage of the total student population. Undergraduate and graduate enrolments have both exceeded those initial goals of 10 per cent and 20 per cent of enrolment respectively. As figure 1-6 indicates, while total enrolment at the University remained relatively constant between 2014 and 2016, international student numbers have risen notably.

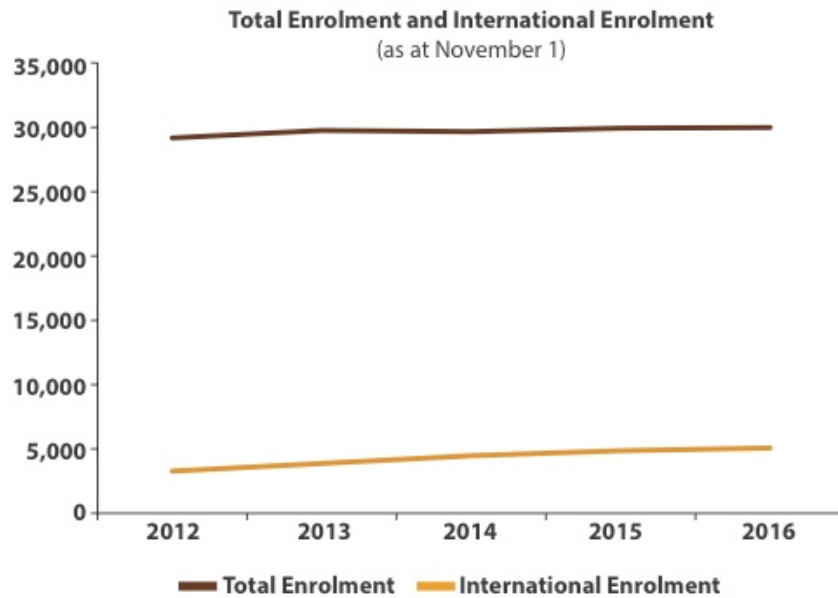


Figure 1-6 Total Enrolment and International Enrolment

Source: Office of Institutional Analysis

Figures 1-7 and 1-8 (following) depict the growth of both international undergraduate (almost six per cent, as seen in Figure 1-7) and graduate (almost eight per cent, as seen in Figure 1-8) enrolments between 2014 and 2016, building on steady increases since 2012.

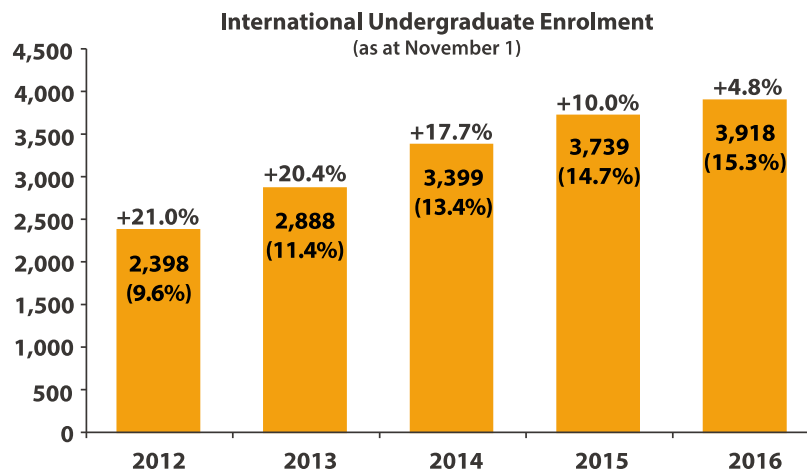


Figure 1-7 International Undergraduate Enrolment

Source: Office of Institutional Analysis

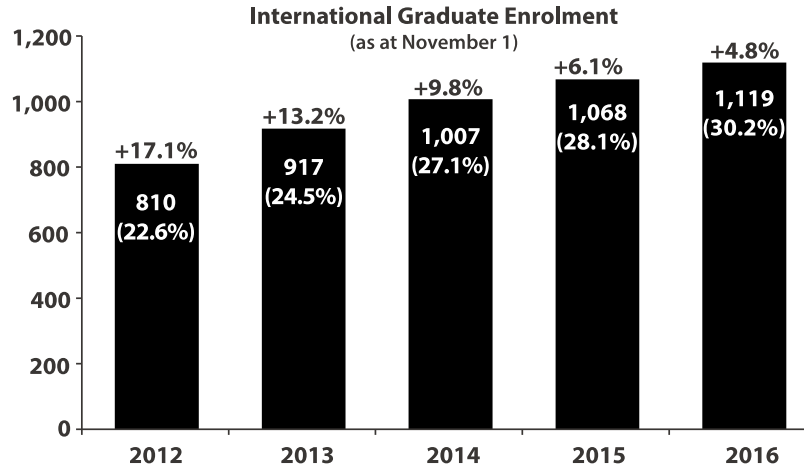


Figure 1-8 International Graduate Enrolment

Source: Office of Institutional Analysis

After the initial SEM goals were exceeded, in Fall 2015 a subcommittee of SEM — the International Enrolment Working Group (IEWG) — was established to review the international SEM goal. A review by the subcommittee of international enrolments at other U15 institutions confirmed that the University of Manitoba’s growth in enrolment parallels similar increases across Canada. Arising from this, the IEWG recommended continued monitoring of international student numbers. In 2015/16, differential tuition fees for international students were increased, and a portion of those fees was directed toward enhancing financial, academic and student support programs and services for international students. A number of new initiatives were also introduced that have contributed to the success of our international students, such as:

- Providing additional scholarship and bursary support for both undergraduate and graduate students;
- Supporting English language development skills through: extra English as an additional language (EAL) courses and workshops, reading clinics, journal and technical writing boot camps and courses; and tutors for both undergraduate and graduate students, including an EAL Specialist (in the Academic Learning Centre, Agricultural and Food Sciences, Engineering, English Language Centre);
- Embedding academic supports within classes with high international student enrolment and providing supplemental instruction workshops (in the Academic Learning Centre and Faculty of Arts)
- Providing support to instructors through the addition of an internationalization faculty specialist in the Centre for the Advancement of Teaching and Learning;
- Enhancing and promoting academic integrity through workshops and International Academic Integrity Assistant and International Student Advocate positions in the Student Advocacy unit;
- Enhancing student experience (pre-arrival, orientation, transition and advising) by expanding student mentoring, leadership and peer programs, including adding an extra international student advisor, through the International Office, the Faculty of Arts, Faculty of Agricultural and Food Sciences, the Faculty of Education, the International Office, the College of Nursing, the Peace and Conflict Studies program and the U1 First Year Centre;
- Enhancing student mental health and wellness through the addition of an intercultural counseling specialist (Student Counseling) and an international support case manager (Student Support); and

- Addressing nutrition through the addition of a community kitchen in student residences.

c. Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.

Of the 33 recommendations by the Blended and Online Learning Task Force, 18 have been fully implemented, two are in process to full implementation, nine are pending and two have been deemed to be no longer relevant.

One of the now-completed recommendations was to transfer responsibility for the delivery and development of online courses from Extended Education to the Centre for the Advancement of Teaching and Learning (the Centre). With this transfer of function, the streamlining of operations and course development procedures to facilitate additional flexible learning options for students has accelerated.

The University offers approximately 140 fully online (distance) degree credit courses each term, and that number is increasing. The Centre has implemented a faculty development program for those instructors wishing to create online courses for the development of flexible learning options. Faculties across the University continue to expand the delivery and development of online courses as part of their programs.

Academic units have been encouraged to consider delivery mode flexibility as they plan their programs and are assisted in providing appropriate support and services to students. To support this goal, a Flexible Learning Committee was established under the Provost's Office. The role of this committee is to lead the development of a flexible learning strategy for the University of Manitoba. The committee will also provide advice on the development of institutional capacity to support and enhance flexible learning through research on related practices, as well as teaching and learning support, academic program design, faculty development, quality assurance, academic workload, financing and compensation, services for students and fostering innovation.

Key to achieving this goal has been the ongoing upgrading of learning spaces to support a variety of teaching modalities. The University is committed to increasing wireless technological capability, the number of active learning spaces (including smart classrooms), the number of blended courses and programs and the number of courses using UMLearn and other learning management systems.

Strategic investment in the renewal of classroom and laboratories (learning spaces) also progressed between January 2015 and March 2016, with over 23 per cent of learning spaces renovated or upgraded to support our teaching mission. Further details on these investments are provided under Priority 4, starting on page. These renovations have affected most faculties across the University and include:

- Audio/visual upgrades to 164 instructional learning and meeting spaces;
- A 40 per cent increase in wireless access points, from 1,380 to 1,900.

Campus Manitoba, a consortium of Manitoba's public post-secondary institutions, has chosen the University of Manitoba (through the Centre for the Advancement of Teaching and Learning) as the host institution for the development and operation of a Manitoba Flexible Learning HUB, a new community for advancing teaching and learning through the use of technology at Manitoba's post-secondary institutions. The HUB is designed to be a funding and resource vehicle for the development of online courses across all post-secondary institutions in Manitoba. Five pilot courses and modules have been completed and the full production process has now been engaged with course developments for Brandon University and Université de Saint-Boniface.

d. Ensure students are able to complete their programs and reduce time to completion.

The Strategic Enrollment Management Plan: 2013–2018 established outcome goals at both the undergraduate and graduate levels that include improvements to student persistence and graduation rates. Although our first-to-second-year undergraduate persistence rates remain close to the U15 average, the six year graduation rate has continued to fall. Figure 1-9 demonstrates the graduation rate for the admission cohorts from 2005 to 2009. Note that all students beginning their studies in the same year (e.g. 2009) are assigned to a cohort and graduations from this cohort are assessed after six years to generate a graduation rate; for example, the graduation rate of the 2009 cohort is assessed in 2015.

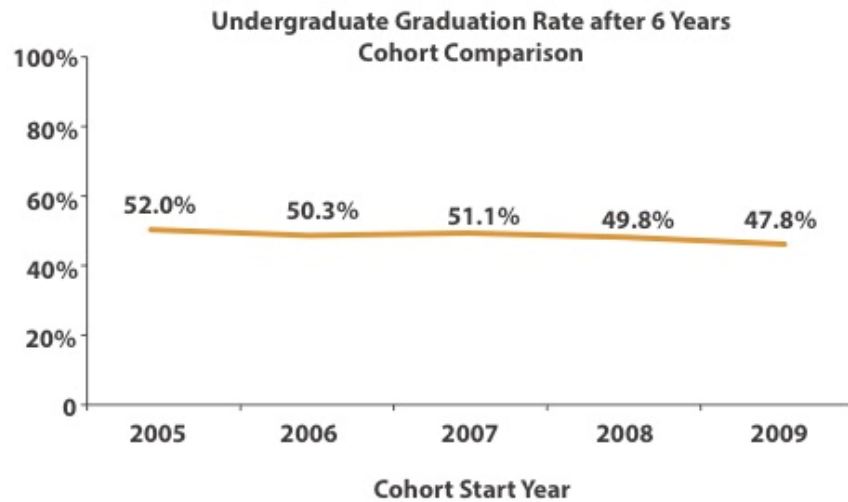


Figure 1-9 Undergraduate Graduation Rate after 6 years

Source: Office of Institutional Analysis

In 2016, a review commenced of University 1, undergraduate program direct entry admissions, and the first-year experience to provide a better understanding of student persistence, student academic success and to enhance undergraduate graduation outcomes. Early consultation with deans and directors to date has suggested the need to consider the following:

- Exploring broader entry to undergraduate direct entry programs;
- Reviewing U1 to provide undecided students more structure in choosing and registering for programs;
- Reviewing direct transit from U1 to the Faculty of Arts and the Faculty of Science and exploring progression rules in these three units; and
- Reviewing and enhancing support programs in U1 for Limited Admission students and students who are at risk, such as those on academic warning.

In spring 2016, an extensive review of the University of Manitoba’s voluntary withdrawals (VW) and course-repeats experience led to a number of new academic policies and policy revisions, as approved by Senate, to support timely student progress. These include:

- Revisions to the student policy on Voluntary Withdrawals, last revised in 2005;
- A new policy and procedure addressing student Authorized Withdrawal;
- A new policy addressing Repeated Courses by students; and
- Revisions to the Grade Point Average policy, previously introduced on May 1, 2006.

The negative impacts associated with uncontrolled access to VW are closely linked to those arising from uncontrolled repeat attempts and include:

- High rates of degree non-completion and increased time-to-completion;
- Increasing student debt;
- A higher burden on teaching, learning and financial resources;
- Inequitable access to courses and programs and bottlenecks in required courses;
- Inflated entrance requirements for competitive entry programs; and
- Increased time to graduation.

Through the changes introduced, a number of these problems may be ameliorated, including a reduction in repeat attempts, a factor in course bottleneck issues.

A course waitlist option for registration was also implemented in 2016 to help address course bottlenecks that prevent students from accessing courses required for timely completion of their programs — a problem exacerbated by VW and course repeat numbers. The Registrar's Office will continue to work with academic units to refine the system to better meet both academic unit and student needs.

A new degree audit system was launched for advisors in select academic programs in late November 2016 and for students on March 6, 2017. This system will help students and academic advisors track academic progress, map degree requirements, estimate time to degree completion and find alternative degree paths. Work is continuing with remaining academic units to ensure all remaining undergraduate programs are added to the system. A complementary project, called Degree Compass, has been initiated to develop degree templates for students that integrate program and course requirements, career planning and co-curricular activities for each undergraduate program/major. This will help provide structure and direction to students in managing their academic programs and course selection. An early alert system is also under development to help instructors and advisors identify students who need student service and academic supports.

There has also been noteworthy activity at the Faculty level related to addressing time-to-completion for students, including:

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a series of pilot projects designed to improve first-to-second year retention through a restructured first year course using tutorials.
- The Faculty of Agriculture and Food Sciences initiated a review of time-to-completion for the Bachelor of Science in Agriculture program as part of a comprehensive program review. It has also reviewed course requirements for several graduate programs, resulting in reductions to the number of required courses in several programs, consistent with changes in other Canadian programs.

In addition, there are specific initiatives focusing on graduate students. The Faculty of Graduate Studies has encouraged units to eliminate potential roadblocks to timely progress including the elimination of unnecessary links or dependencies between program requirements that could act to delay timely processes, such as a requirement within a Ph.D. program that courses or the candidacy examination be completed before research is begun.

As Figures 1-10 and 1-11 demonstrate, graduation rates in masters programs have increased from 71.18 per cent to 78.5 per cent for cohorts beginning in 2005, compared with those starting in 2009. A concomitant decrease in the number of terms to completion (see Figure 1-11) is also evident for the same period, from 8.8 to 8.1 terms.

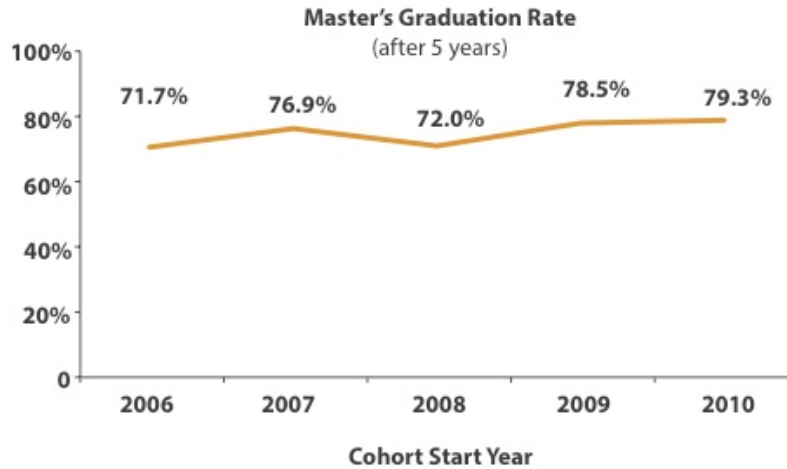


Figure 1-10 Master's Graduation Rate after 5 Years

Source: Office of Institutional Analysis

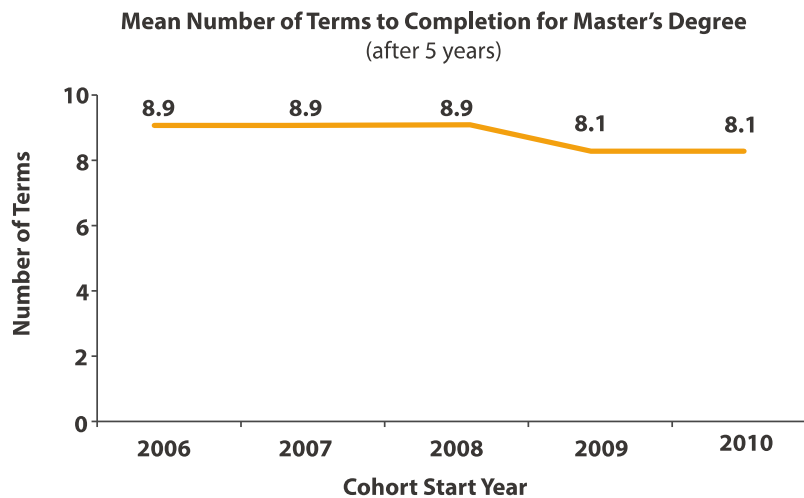


Figure 1-11 Mean Number of Terms to Completion for Master's Degree

Source: Office of Institutional Analysis

e. Increase opportunities for experiential learning.

The University is committed to increasing experiential learning opportunities for students. In order to advance progress in experiential learning initiatives, five external administrative reviews were conducted between 2014 and 2016 in the areas of co-op and work-integrated learning, international student mobility, undergraduate research and creative works, student entrepreneurship and community service learning.

One immediate area of action has been the establishment of a Co-operative Education Advisory Committee. Established through the Provost's Office, this committee works with Faculties that offer co-operative education programs to improve the quality of programs and services at the University. Community Service Learning initiatives have also been developed and expanded to engage students in opportunities intentionally designed to promote learning and development both domestically and internationally. Addressing human and community needs in Indigenous communities is an increasing focus of this work.

Experiential learning is already an important component of many academic programs at the University. Highlights of related recent initiatives in Faculties include:

- The Faculty of Engineering's strategic investment in their Co-operative Education/Industrial Internship program with additional staff that help students prepare for their co-op/industrial internship program (IIP) work placements, resulting in 400 work placements in 2016.
- The Desautels Faculty of Music's increase in student performances to ensure students have the opportunity to publicly perform music in various styles and genres.
- The Faculty of Kinesiology and Recreation Management's recent investment of \$50,000 for an exercise physiology teaching lab with high-performance data acquisition units for a hands-on experience of science.

In addition, the University of Manitoba continues to host the annual Big, Bold, Beautiful Breakfast gathering of over 100 students, staff, faculty, senior administrators, alumni, industry partners, government representatives and community members. Celebrating experiential learning initiatives and community partnerships, the event generates meaningful conversations and serves as an invitation to partners to help shape experiential learning at the University.

f. Expect, recognize, promote and reward high quality and innovative teaching.

To advance the goals for high quality and innovative teaching, the University has committed to three areas of action. The University has undertaken to: review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are appropriately and consistently recognized; establish teaching chairs to lead and facilitate teaching excellence; and increase opportunities for academic staff to complete the Teaching and Learning Certificate program through the Centre for the Advancement of Teaching and Learning (the Centre).

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all Faculty/School tenure and promotion guidelines to evaluate recognition of teaching and the scholarship of teaching at the U of M. Feedback from this process will inform the revision of tenure and promotion guidelines. The Centre also provides leadership in this area through its role as a faculty development unit that works in collaboration with faculty and graduate students to provide leadership, expertise and support in fulfilling the teaching and learning mission of the University of Manitoba. The Centre's work includes:

- Creation of the Teaching and Learning Certificate (TLC) Program, a two-year competency-based program for faculty members in the early part of their teaching careers. Since its launch in 2014, 66 faculty members have entered the program, 20 have graduated and 37 remain active in the program. A fourth cohort (of 16) entered in September 2017. Due to high demand, two cohort entries are planned for 2018.
- Considerable revision since 2016 of the Certification in Higher Education Teaching (CHET) graduate student teaching program to provide more flexible options for graduate students. The program will be awarded the international Staff and Educational Development Association (SEDA) accreditation in February 2018, which will enhance the benefits for international graduate students. A total of 87 students have graduated since 2014.
- Development of an Instructional Skills Workshop specifically for sessional instructors. A 12-month pilot project was started in 2017 with a first cohort of eight completing the program in February 2017 and a second cohort of five in September. The next full cohort of 10 will enter in February 2018. The next ISW program phase is to train graduated session instructors to facilitate the ISW sessions within individual Faculties.

To celebrate teaching excellence at the University, two University-wide teaching awards have been revised: the Saunderson Excellence in Teaching award, for those with more than 10 years of teaching

experience, and the Stanton Excellence in Teaching award, for those with 10 years or fewer. Award criteria have been aligned with the Canadian 3M Fellowship criteria. A committee has been struck to encourage and review applications for the 3M awards; it has supported the submission of three 3M nominations in the past two years. The Centre provides support for the development of teaching portfolios and other nomination materials and the Marketing Communications Office provides expertise on the development of more uniform and professional submissions. Increased support for 3M nominations will provide the opportunity to better recognize the University's outstanding teachers.

Teaching Life magazine, supported by the Provost and Vice-President (Academic), is the sister publication to *Research Life and* celebrates teaching and learning excellence and innovation at the University. Three editions have been published during the period of this report.

The University also continues to support teaching innovation projects through the Teaching and Learning Enhancement Fund (TLEF). Created in 2014, the fund supports projects that explore new pedagogical approaches and the impact on learning, the scholarship of teaching and learning, and the integration of research and teaching in the classroom. Between 2014 and March 2017, 29 projects received support ranging from \$5,000 to \$15,000 for a wide variety of initiatives. Examples include:

- Online, self-paced support resource guides for Social Work distance delivery students (Faculty of Social Work).
- Educational development initiatives for teachers to assist students in navigating barriers with accessibility needs (Student Accessibility Services).
- Mobilizing Writing for/as Human Rights in Manitoba Schools (Faculty of Education).
- Using Actors as Simulated Social Work Clients (Faculty of Social Work).
- MATH 1010: Rethinking Course Structure to Enhance Overall Student Success (Faculty of Science).
- Attributional Retraining for Limited Admission Students (Student Academic Success).
- Evaluating Human Anatomy Education in an Undergraduate Medical Curriculum (Max Rady College of Medicine).
- The Hudson's Bay Company and the Canadian North in Literature (Faculty of Arts).
- Fit for Life and Learning (Faculty of Kinesiology and Recreation Management).
- Assessing the Impact of Voice-over PowerPoint Presentations (College of Dentistry).
- Nursing in the MIX: College of Nursing Blended Learning Course Initiative Pilot (College of Nursing).
- Communicating when the Stakes Are High (Max Rady College of Medicine).
- Expanding the service-learning approaches used in the Indigenous Planning Studio (Architecture).
- Enhancing Active Learning: Liaison Librarians teaching with Polling and Video Creating Tools (Libraries).
- A Comprehensive Placement Program: Gateways to Success (Faculty of Science).
- Culture within Culture, Living and Learning with Immigrant and Refugee families in Winnipeg (Faculty of Social Work).

Faculties also continue to promote high quality teaching. Examples include:

- The Rady Faculty of Health Sciences has created faculty-wide promotion and tenure criteria and processes that address the diversity of their faculty members' academic activities and recognize

the breadth and variety of teaching and scholarship across the Faculty's five Colleges, including innovative teaching, collaborative research and community engagement.

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a review of their tenure and promotion guidelines.
- The Department of Statistics in the Faculty of Science has developed a two-day Teaching Assistant program to support a new tutorial model for undergraduate statistics courses.

g. Enhance student mobility.

The UM has committed to three areas of action in support of the goal of enhancing student mobility:

- Increasing the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations;
- Establishing university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples; and
- Becoming founding partner in the creation of a provincial transfer credit database designed to encourage student mobility.

Related activities under this goal include the creation of a new policy on the transfer of external grades for academic credit and a revised official transcript format.

The University has provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions. This project has been undertaken in partnership with the University of Winnipeg, Brandon University, Université de Saint-Boniface, the University College of the North, Red River College and Assiniboine Community College.

The University has incorporated the development of local, national and international articulation agreements into the undergraduate program approval process to ensure that quality assurance of these programs is on par with the balance of our academic programs. These Senate-approved bilateral or multi-lateral agreements between the University and other recognized post-secondary institutions define the terms and conditions for consideration of admission and recognition of prior learning within the context of specific programs or credentials. Upon successful admission, students may receive established credit within a program at the University of Manitoba, shortening the path to the credential (typically a three-year or four-year degree) that is ultimately sought. Recognition of prior academic achievement may be in the form of advance standing or credit recognition, reducing the total credit hours required for credential completion. A full list of current articulation agreements with local and international post-secondary institutions is available at: <http://www.umanitoba.ca/student/admissions/documents/articulation-agreements.html>

The Faculty of Graduate Studies has also introduced a collaborative Ph.D. structure, which will provide opportunities for outstanding graduate students to receive training and exposure to research and scholarship at both the University of Manitoba and a collaborating university outside of Canada. This structure is also expected to facilitate collaborations between U of M faculty and researchers at other international institutions.

h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.

The University is committed to identifying options to ensure that Indigenous content is included in academic programs and to providing educational opportunities for academic staff members that will facilitate the incorporation Indigenous knowledge into all program areas. More detail is provided in this report's section on Indigenous Achievement (Priority 3).

To support this goal, three workshops for academic administrators have been offered since 2015:

- Decolonizing the University: What Can Academic Leaders Do?;
- Indigenous Student Experience in Post-Secondary Education; and
- Decolonizing Education.

The Office of the Provost, through the Executive Lead for Indigenous Achievement initiated a preliminary inventory of current course offerings that include Indigenous content and perspectives. It hosted four student engagement sessions on Indigenous content between February and April 2016, collaborating with the Centre for the Advancement of Teaching and Learning (the Centre) and the Department of Native Studies to develop a workshop series on integrating Indigenous knowledge into the classroom. The first cohort of participants will begin in spring 2018. An annual Indigenous Awareness week has been established, which focused on treaties, traditional knowledge and elders in 2015 and in 2016, on integrating Indigenous perspectives into the curriculum.

An Indigenous Scholars Fund to support the recruitment of Indigenous Scholars is another significant initiative. In 2016, funding for the appointment of six Indigenous scholars was allocated to faculties of Arts, Science, Kinesiology and Recreation Management, Agriculture, and Education, with a joint position shared by the Faculty of Architecture and the Faculty of Engineering). An additional six scholars will be funded in 2017. These investments support the U of M's commitment to foster the development of the next generation of Indigenous leaders and ensure that all students graduate with an understanding of the importance and contributions of Indigenous peoples.

Individual Faculties have also implemented activities in support of this goal. Examples include:

- The Faculty of Law will require all law students to take a course on Aboriginal people and the law, in response to the Truth and Reconciliation Commission's (TRC) Call to Action 28. The course will include the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations;
- The Faculty of Social Work launched its new Master of Social Work in Indigenous Knowledges (MSW-IK) and received Senate approval for a new Indigenous knowledge cluster in the MSW to work in complementary fashion, ensuring access to Indigenous-focused curriculum for all of its graduate students;
- In response to the TRC, the Faculty of Education hosted a three-day symposium on re-visioning teacher education and is developing an Indigenous Teacher Education Program;
- The Faculty of Architecture hosted a Dean's Lecture Series on Indigenizing the Curriculum;
- I.H. Asper School of Business has begun to embed Indigenous content into the curriculum and hosted an Indigenous learning day for faculty and staff;
- The Max Rady College of Medicine introduced an Indigenous Health Longitudinal Course;
- The Arts Faculty Council Executive Committee has begun discussions on ensuring Indigenous knowledge for students in the Bachelor of Arts and the Bachelor of Arts Integrated Studies.

i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.

The U of M Senate has mandated that Bona Fide Academic Requirements (BFARs) are developed for all programs. A BFAR is a component of an academic program that has been determined as essential and cannot be waived without compromising the integrity of the program.

Under the leadership of the Centre for the Advancement of Teaching and Learning (the Centre), the University has established a BFAR development process that includes a schedule and resource guides to facilitate units developing these essential skills documents for professional programs. The Centre is assisting programs with the development of their BFAR statements and rationales, and an interdisciplinary committee is available to provide advice. Senate must approve all BFARs, as well as essential skills and abilities documents.

General BFARs for graduate programs have been drafted, and subsequently approved by Senate. Consultations between other programs and the Centre continue.

Other initiatives in support of this goal include:

- Revision of the University's Accessibility Policy and Procedures, which were approved effective January 1, 2015 and distributed to the University community;
- Creation of faculty/college/school Accessibility Advisory Committees and Accommodation Teams help to facilitate accommodations for students and monitor trends;
- Creation of an Academic Accommodation Appeals Policy and Committee;
- An Assistive Technology Centre opened in February 2016 to provide services to students with disabilities and support for staff members using accessible technology;
- Development of an Accessibility Plan in support of and compliance with the provincial Accessibility for Manitobans Act, including creation of an online training course on the customer service standard in conjunction with other post-secondary institutions in Manitoba; and
- Accessibility presentations and development of online materials (e.g. faculty and staff handbook) to assist the University community in providing accommodations to build awareness and understanding.

j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.

The U of M is committed to providing students with a greater understanding of the goals and anticipated outcomes for all programs. The BFAR initiative provides students with a clear understanding of the essential requirements of a program.

A revised Responsibilities of Academic Staff with Regards to Students (ROASS) policy was developed and came into effect September 1, 2016 to ensure all course syllabi provide clear information to students regarding course content and assignments. The Centre for the Advancement of Teaching and Learning (the Centre) has also conducted workshops on the development of course syllabi and provides templates for both online and face-to-face courses.

II. DRIVING DISCOVERY AND INSIGHT through excellence in research, scholarly work and other creative activities

The University of Manitoba — Manitoba’s research university — has a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years, having made seminal contributions in many fields and finding life-changing solutions to problems being faced by peoples of Manitoba, Canada and the world through fundamental and applied research.

Over the next five years, we will champion excellence in research, scholarly work and other creative activities and increase our position within the top fifteen research-intensive universities in Canada. We will retain our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, humanities and creative activities.

Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we will build and grow existing and emerging areas of research excellence and generate ideas and knowledge that will help address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We will enhance our reputation on the international stage and provide our undergraduate and graduate students with an exceptional and transformative research experience to succeed in their chosen careers.

GOALS

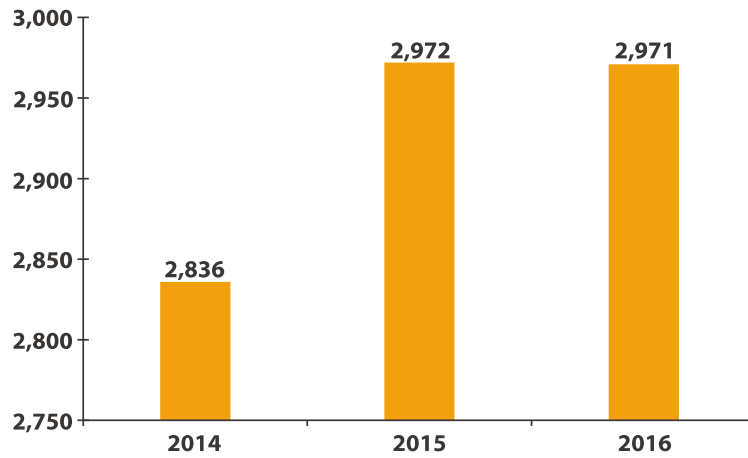
a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities.

The University has continued its commitment to supporting a comprehensive range of research, scholarly work and creative activities. The University has facilitated several changes in the Office of Research Services, including specialized staff to assist with research grants and contracts, streamlined processes, pre-approved contract forms and the creation of several internal research programs. Funds have also been allocated to assist with enhanced start-up funding for new faculty members.

Together, these supports and our researchers’ dedication to research, scholarly work and other creative activities have allowed the University to increase its share of sponsored research income from \$162.5 million to \$186.8 million.

Over the period of this report, publications by University of Manitoba scholars have increased, building on gains made since 2014 (see Figure 2-1). During the period of this report the percentage of these publications in top journals has also increased slightly, from 33.3 to 34.6 per cent.

Number of Publications by UM Scholars



*Note: SciVal draws on the Scopus database that includes more than 23,000 journals. The humanities and social sciences are not as well represented in this database as other fields.

Figure 2-1 Number of Publications by UM Scholars

Source: SciVal

Additional supports are provided to researchers through Undergraduate Research Awards (URAs). This program supports 100 undergraduate students each year, allowing them to work on research projects with U of M professors. URAs are funded by the Office of the Vice-President (Research and International) as well as by Faculties. The number and amount of the awards have been increased over the past few years; see Figure 2-2. In 2016, 10 of the 100 URAs were dedicated to Indigenous students. Two additional awards are funded by the Social Sciences and Humanities Research Council General Revenue fund.

Undergraduate Research Awards

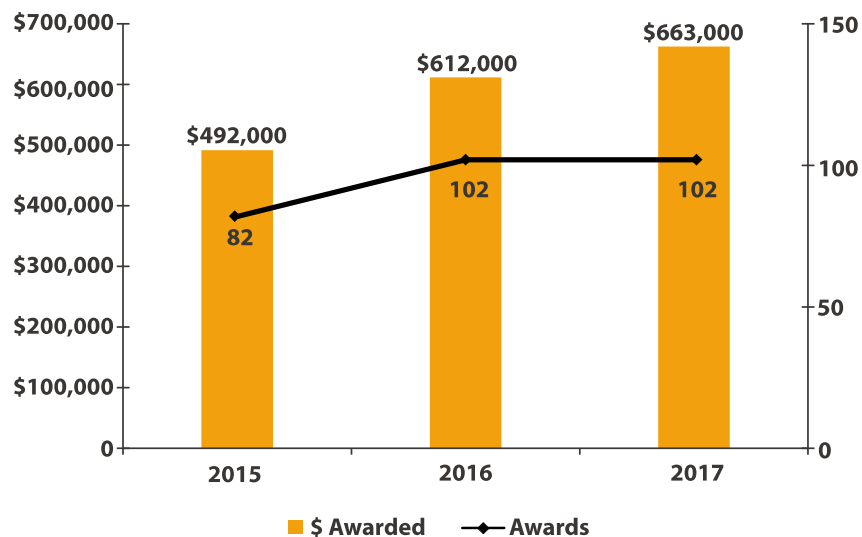


Figure 2-2 Undergraduate Research Awards

Source: Office of Vice-President (Research and International)

A poster competition each fall provides an opportunity for undergraduate students to display the research projects they have worked on with researchers. Participation in this event includes students from all faculties and areas of study. The number of students participating at the poster competition has increased since 2014 (see Figure 2-3).

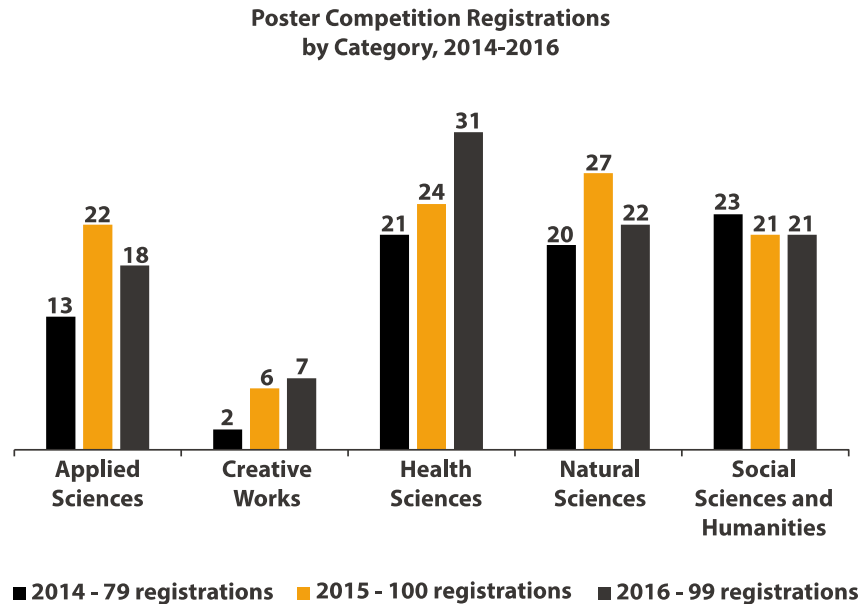


Figure 2-3 Poster Competition Registrations

Source: Office of Vice-President (Research and International)

Graduate students have access to student conferences and/or travel support and Graduate Enhancement of Tri-Council Stipends (GETS). As well, research discussions, seminars and workshops are held in many faculties, colleges and departments, providing numerous networking and collaboration opportunities.

The University has developed plans to increase the number of research chairs and professorships to develop and lead research in a range of areas. This is a list of newly created research positions:

- Professorship in Business Ethics;
- Professorship in Neuroscience;
- Professorship in Traumatology;
- Bryce Douglas Chair in Finance;
- Chair in Agricultural Risk Management and Insurance;
- Chair in Leadership Education;
- Chair in Leadership Research; and
- Waugh Family Chair in Multiple Sclerosis.

During the development of the University’s Strategic Research Plan, multi-disciplinary groups representing a diverse range of research interests were brought together in order to derive the signature research areas and the research themes represented in the Plan. Several of these groups (e.g. sustainable water

management systems; safe, healthy, just and sustainable food systems) have continued to meet and foster interdisciplinary approaches to research.

In 2015 the University successfully established the Game Changer Competition. This program provides opportunities for emerging entrepreneurs to work with potential employers, advisors and partners. The competition stimulates entrepreneurial thinking by students, the public and faculty and encourages teamwork within and among wide-ranging disciplines, engaging non-traditional fields to collaborate with traditional entrepreneurial fields. This multi-phased competition has individuals and teams submit problems and challenges, from which up to five problems or challenges are chosen for solutions to be provided.

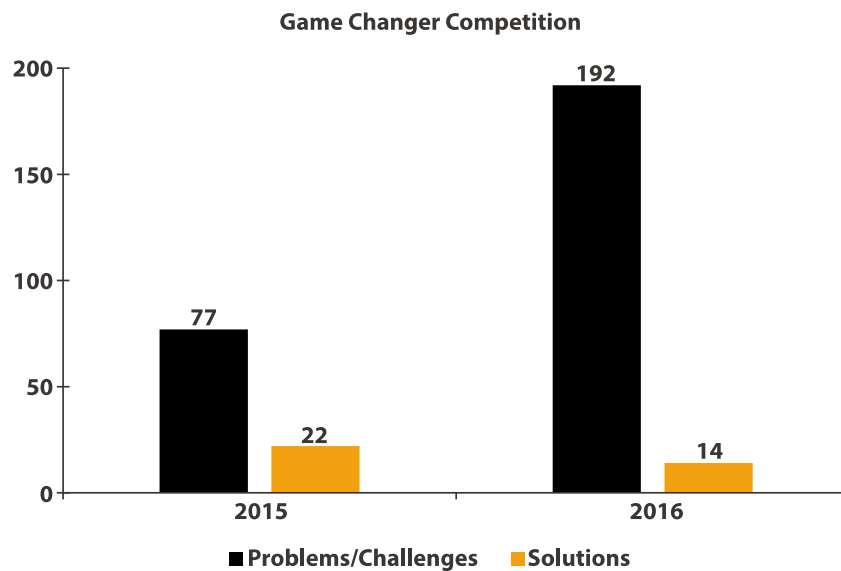


Figure 2-4 Game Changer Competition

Source: Office of Vice-President (Research and International)

In Phase Two, teams create solutions to the problems and challenges. In the final phase, teams give five-minute presentations; teams are composed of individuals affiliated with a post-secondary institution, representing at least two faculties/schools/degree programs. In 2015, only University of Manitoba students were eligible to participate; in 2016, the competition was opened to all post-secondary education institutes in Manitoba. In 2017, the competition was open to all Manitoba residents over the age of 16 (See Figure 2-4).

The Technology Transfer Office provides metrics on items such as disclosures, patents and start-ups (see Figures 2-5 and 2-6) to recognize accomplishments within the University and broader communities.

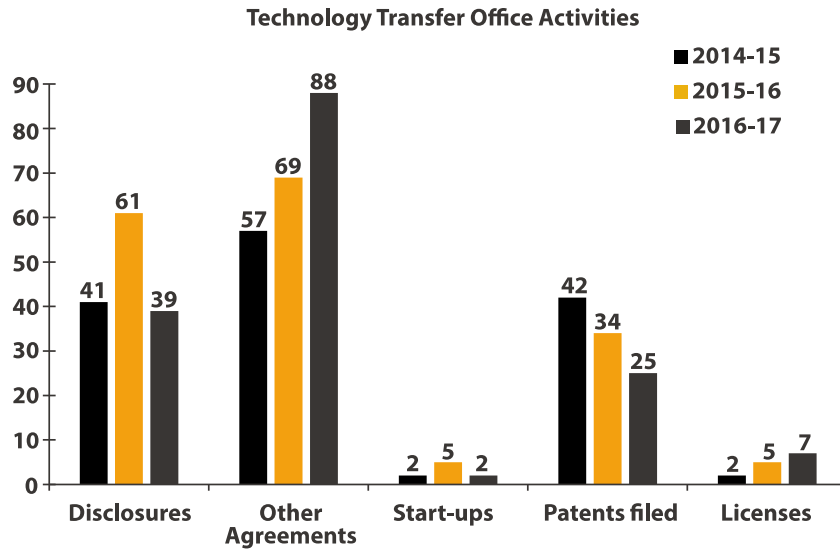


Figure 2-5 Technology Transfer Office Activities Source: Office of Vice-President (Research and International)

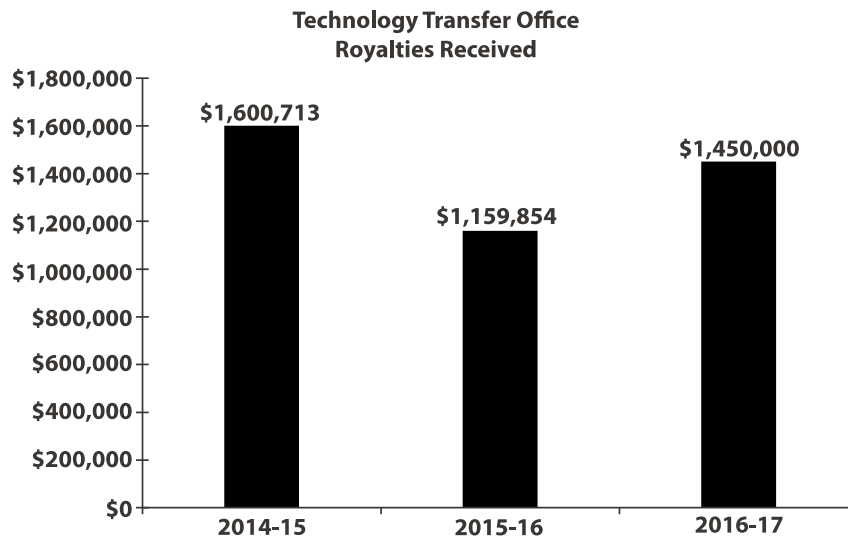


Figure 2-6 Technology Transfer Office Royalties Source: Office of Vice-President (Research and International)

To ensure recognition of the University’s researchers and their work, annual nominations are made to national and international awards (See Figure 2-7). University of Manitoba researchers have received a number of awards, including Royal Society of Canada Fellowships, which recognize remarkable contributors in the arts, the humanities and the sciences, and in Canadian public life; and an Ernest C. Manning Principal Award, which recognizes and rewards Canadians who have conceived, developed and successfully marketed an innovative product or process.

**Research Awards
2014-15 to 2016-17**

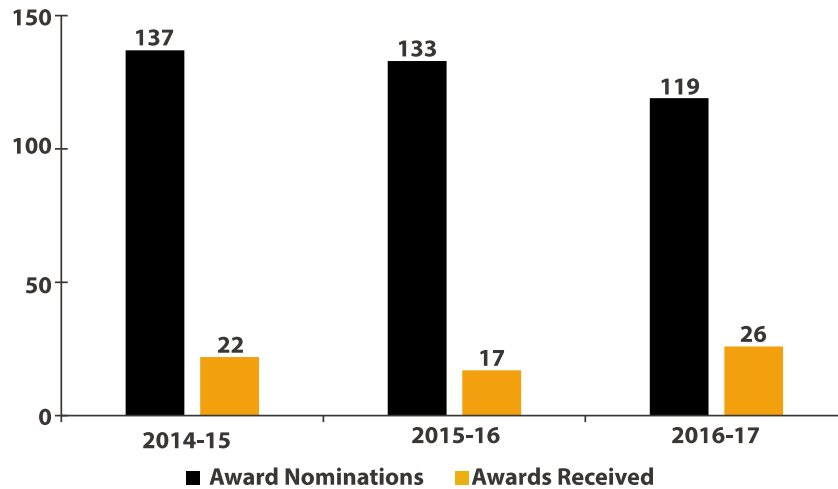


Figure 2-7 Research Awards

Source: Office of Vice-President (Research and International)

Faculties recognize, support and reward high quality and innovative research, scholarly work and other creative activities, providing support for developing competitive research proposals to external funding agencies in a number of ways. These include: funding; pre-submission reviews; special supports for new faculty including mentors; and protected research time or teaching release.

Individual faculties have also focused on supporting and recognizing high quality and innovative research, scholarly work and other creative activities. Examples include:

- The Faculty of Arts holds an annual event, *Arts Celebrating Arts*, to recognize faculty, staff and student accomplishments.
- I.H. Asper School of Business has adapted its tenure, promotion and accreditation guidelines to better recognize high quality research and now places greater weight on high quality research. It also hosts an annual research day for faculty and graduate students to present their work with top research projects receiving recognition and provides an annual Research Award, funded by the Associates of the Asper School.
- The Faculty of Kinesiology and Recreation Management opened an Applied Research Centre in the Active Living Centre, which provides 10,000 square feet of research space that is shared across the academic unit, Bison Sports, and Recreation Services.

b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners.

To support this goal, the University of Manitoba has committed to increasing the role of research institutes, centres and groups in facilitating collaborative research. A noteworthy accomplishment in this regard is the ongoing development of an agreement to be used between affiliated institutions (U of M with Winnipeg Regional Health Authority and Health Sciences Centre) to decrease the review time necessary for multi-party contracts.

Several internal grant programs were created to facilitate collaborative research and support scholarly activities. These include the University Collaborative Research Program, University Indigenous Research

Program, and the University International Programs and Projects Seed Fund (see figure 2-8). While all of these programs have specific criteria, the focus is on providing funds to foster research, scholarly work and other creative activities within and outside the University. A Small Research Equipment Funding Program has been created to support researchers in purchasing and repairing equipment or fabricating equipment that not readily available.

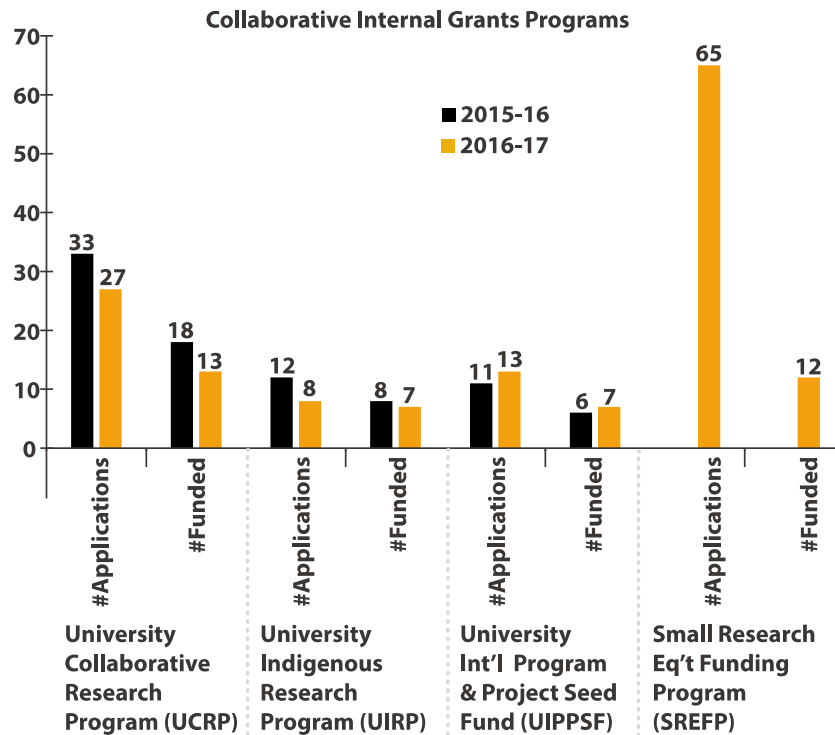


Figure 2-8 Collaborative Internal Grants Programs Source: Office of Vice-President (Research and International)

Multi-disciplinary groups from the signature research areas and the research themes represented in the Plan continue to meet and foster interdisciplinary approaches to research. Directors of research centres/Institutes have also met to discuss collaboration.

The Technology Transfer Office at the U of M is the lead institution for Western Canadian Innovation Offices (WCIO), a collaboration of 46 academic institutions (universities, colleges and polytechnics) that facilitate business-led research and development. As part of this partnership, \$1 million in funding leveraged over \$6 million in industry-led research in 2016-2017. Key to its success has been the establishment of business development positions co-funded through WCIO and through other business and academic partnerships. One of the seven positions developed was housed at the University of Manitoba.

Several partners, including the province of Manitoba and The Canada Foundation for Innovation, have provided funding to support the establishment of the Churchill Marine Observatory (CMO). This research facility will position Canada as a global leader of research and technological development in several areas, including detection, impacts and mitigation of oil and contaminant spills in sea-ice covered waters.

Another important action in support of this goal has been a review by faculties and schools of their tenure and promotion guidelines to ensure recognition of the value of developing effective partnerships and the

time involved in carrying out community-based and international research. This effort is tightly linked with the work of the working group on tenure and promotion discussed in Priority 1.

The Centre for the Advancement of Teaching and Learning (the Centre) promotes the scholarship of teaching and learning across the University. Faculty are encouraged to engage in classroom-based research, which will in turn provide opportunities for external grant funding and publications.

Figures 2-9 and 2-10 show the percentage of University of Manitoba publications with national and international collaborations, both of which have increased during the period of this report.

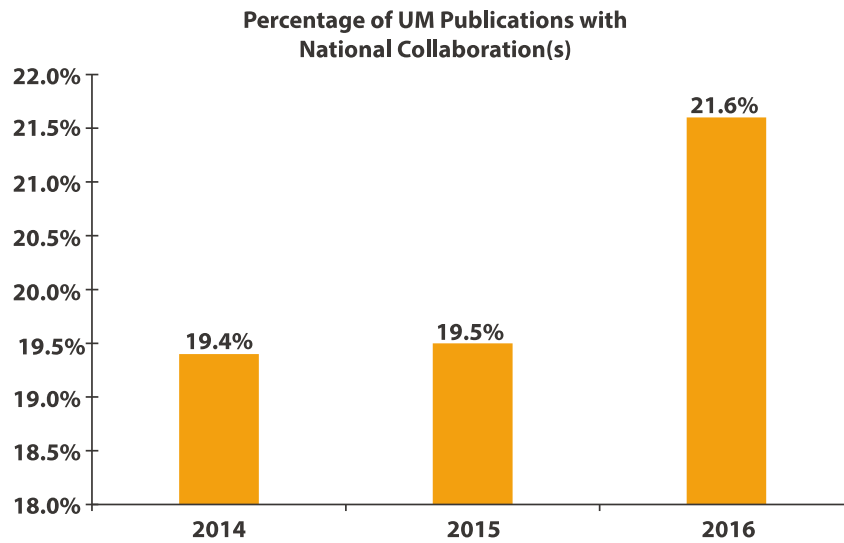


Figure 2-9 Percentage of U of M Publications with National Collaborations

Source: SciVal

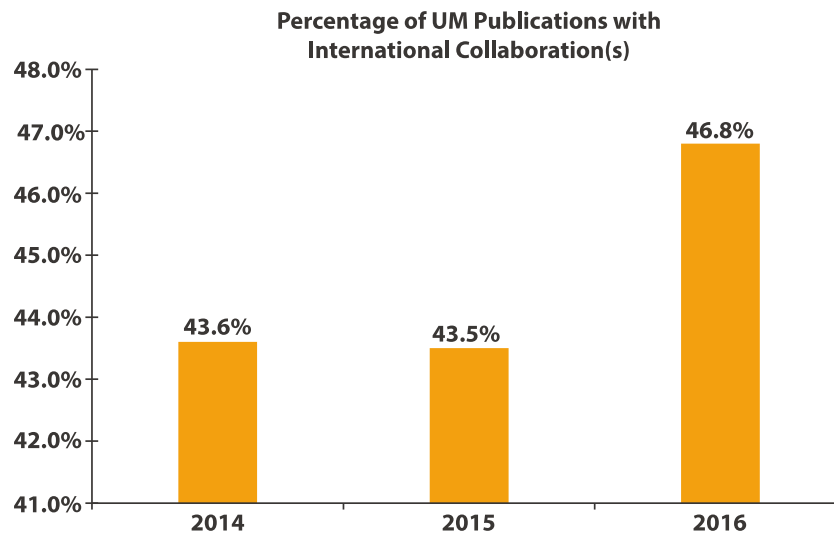


Figure 2-10 Percentage of U of M Publications with International Collaborations

Source: SciVal

c. Provide education and training opportunities for graduate students that recognize their diverse career paths.

To accomplish this goal, the University has committed to providing discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. GradSteps is one example of achievements during this reporting period. GradSteps comprises professional development workshops for graduate students offered through the Faculty of Graduate Studies in collaboration with various academic and student support units on and off campus. Over 1,000 students per academic year participated during this period (see Figure 2-11). The not-for-credit workshops are designed to help graduate students navigate their programs and prepare them to transfer their skills and knowledge into a range of workplaces including traditional academic settings, and for-profit or not-for-profit organizations.

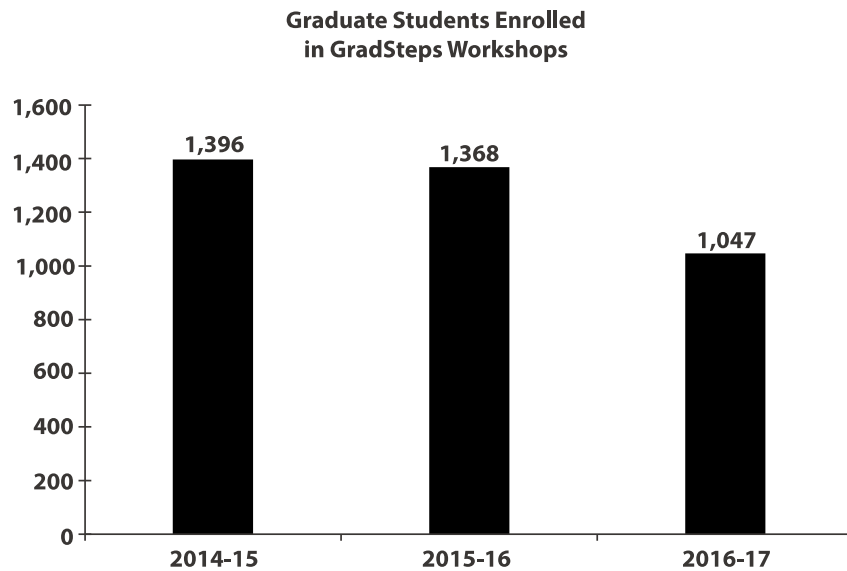


Figure 2-11 Graduate Students Enrolled in GradSteps Workshops

Source: VPRI

d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.

As part of this work, the University has committed to establishing a development grants program to seed community-based research in partnership with First Nations, Métis and Inuit communities. The University Indigenous Research Program (URIP), established in 2015, fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities. The first competition resulted in 12 applications and eight funded projects. In the second year, seven of the eight applications received were funded. Total funds awarded for the two years were \$336,049.

The University became the host of the National Centre for Truth and Reconciliation (NCTR) in the summer of 2015. As the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission, the NCTR has a mandate to ensure that:

- former residential school students and their families have access to their own history;
- educators can share the Indian Residential School history with future generations of students;

- researchers can more deeply explore the impacts of Residential School experience;
- the public can access historical records and other materials to help foster reconciliation and healing; and,
- the history and legacy of the residential school system are never forgotten.

Other related work in fostering the inclusion of Indigenous perspectives included support for:

- *Rising Up*: A Graduate Student Conference offered in 2016 and 2017. Indigenous students from across all disciplines were invited to come together, rise up and present their knowledge and research.
- Honouring the Voices: 40 years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba was a 2016 exhibit and online portal highlighting work the U of M has done in partnership with Assembly of Manitoba Chiefs, Manitoba Metis Federation and Manitoba Inuit Association.
- Continued work through the Create H₂O program, which addresses research, science and training gaps preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Conferences were held in 2014 and 2015, with shared research done in partnership with First Nations communities. Since April 2013, the CREATE H₂O program has involved more than 30 students at the undergraduate, graduate and post-doctorate level working on research projects related to First Nation source water, drinking water or wastewater systems.

e. Advance Indigenous research and scholarship.

The University has committed to increasing its research capacity on Métis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples. In part, this is being accomplished through the hiring of researchers in Indigenous criminology, Indigenous Education and Social Work, as well as a research director for the National Centre for Truth and Reconciliation.

In support of the goal to advance Indigenous research and scholarship a number of initiatives are in development:

- Faculty and student publication opportunities with Aboriginal Issues Press;
- Retaining a Canada Research Chair in Indigenous Education;
- SSHRC and UIRP grants have been secured for research on the opportunities and challenges of Indigenous students in post-secondary education; and
- The Faculty of Arts has hired a position in Indigenous Criminology and has recruited a new external Head of the Department of Native Studies to further strengthen their existing research and scholarship in this area.

The University of Manitoba Press is recognized as a leading publisher of books on Indigenous issues, with 69 titles available and 20 published since 2015.

f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.

The University has continued to encourage researchers, scholars and artists to publish and showcase their work through high quality, peer-reviewed journals, presses, performances and exhibitions, as well as through knowledge mobilization activities including policy development and legal opinions. The U of M

remains committed to increasing collaborative research, and scholarly work and other creative activities with institutions and organizations of global standing.

Work at an institution-wide level related to this goal is ongoing and includes the following:

- The Desautels Faculty of Music has generated a significant increase in faculty research/creative works. In the past four years, 25 of its 28 full-time faculty have been featured performers, composers, conductors, clinicians/adjudicators or have carried out scholarly research in over 20 countries.
- The I.H. School of Business provides funding for faculty members to travel to two conferences per year for the presentation of research. The school also has bi-annual research conferences in alternating years in Finance and Accounting. These conferences bring in leaders from across the world to Winnipeg and provide opportunities for exchanges that enhance the quality of research at the Asper School.

III. CREATING PATHWAYS to Indigenous achievement

Manitoba has a large and growing Indigenous population. This population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada Census data that Indigenous peoples will comprise nearly 19 per cent of Manitoba's population by 2026. The success of First Nations, Métis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Métis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis and Inuit communities.

Efforts to advance Indigenous Achievement at the University are supported by, and undertaken in consultation with, Indigenous peoples. The President's Advisory Committee for Indigenous Achievement and the Indigenous Advisory Circle to the Executive Lead, Indigenous Achievement have provided guidance so that Indigenous perspectives, knowledge, cultures and traditions are incorporated into the University in a respectful way. Input from these groups also ensures that the University's research and scholarship in Indigenous communities is conducted respectfully and collaboratively in partnership with Indigenous peoples.

Taking Our Place was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects the University's understanding of the interdependence of its success with the achievement of Indigenous students, scholars and staff and a recognition that while each of the priorities are interconnected, it is particularly the case with Indigenous Achievement, and Indigenous achievement is consciously woven through all of the other priorities, as indicated within this report.

GOALS:

a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.

More opportunities are being provided for students, faculty and staff to learn about Indigenous perspectives, through curricula, service learning, research projects, workshops, lectures and events. Progress has been made through a number of initiatives, as previously discussed. Other new actions include:

- Launch of annual Indigenous Awareness Week in winter 2015, open to all students, faculty, staff and the public.
- International Indigenous Librarians Forum in 2015, which brought Indigenous Knowledge keepers from around the world to campus for a three-day event.
- Indigenous leaders, scholars, and community members are regularly featured as guest lecturers and panellists, presenting viewpoints on topics of importance including Indigenous culture and history.
- Elders and Cultural Teachers offer weekly talks during the fall and winter semesters through the Indigenous Student Centre to all members of the University community.
- Cultural learning opportunities such as a weekly Pow Wow club, weekly men's group, and monthly Full Moon ceremonies are offered through the Indigenous Student Centre and various faculty and unit partners.
- An Indigenous network page has been introduced on *UM Today* and an e-newsletter was launched in 2015, centralizing communications about Indigenous news and activities at the University.
- Student Life has established or begun development of nine experiential learning opportunities in partnership with Indigenous communities or organizations.
- The University signed an MOU with the Treaty Relations Commission of Manitoba, committing to enhance Treaty education opportunities at UM.
- An Indigenous Initiatives Fund (IIF) was created to support unit-based projects that advance this goal. Twenty-two different initiatives were funded across the University. Examples include: an Indigenous-centred business planning competition; a film and discussion series featuring the work of Indigenous filmmakers; and the establishment of new courses focusing on Indigenous issues in various faculties.

In addition to projects funded through the fund, faculties and colleges have advanced this goal through the development of new curricula, courses and program planning, such as:

- The Faculty of Education introduced a post-baccalaureate diploma cohort in Indigenous education in winter 2014.
- A Master of Social Work based in Indigenous Knowledges (MSW-IK) began accepting students in fall 2016.
- Extended Education now requires that all new program proposals within its faculty include Indigenous perspectives.
- The Rady Faculty of Health Sciences developed a Reconciliation Action Plan to inform implementation of the TRC's Calls to Action. In 2015, the Max Rady College of Medicine implemented a new undergraduate Indigenous health curriculum.

b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.

As discussed under Priority 1, Indigenous enrolment is on the rise at the University. Registered students declaring Indigenous Identity are primarily self-identifying as Métis and First Nations; Indigenous student representation, by Indigenous identity, is depicted in Figure 3-1.

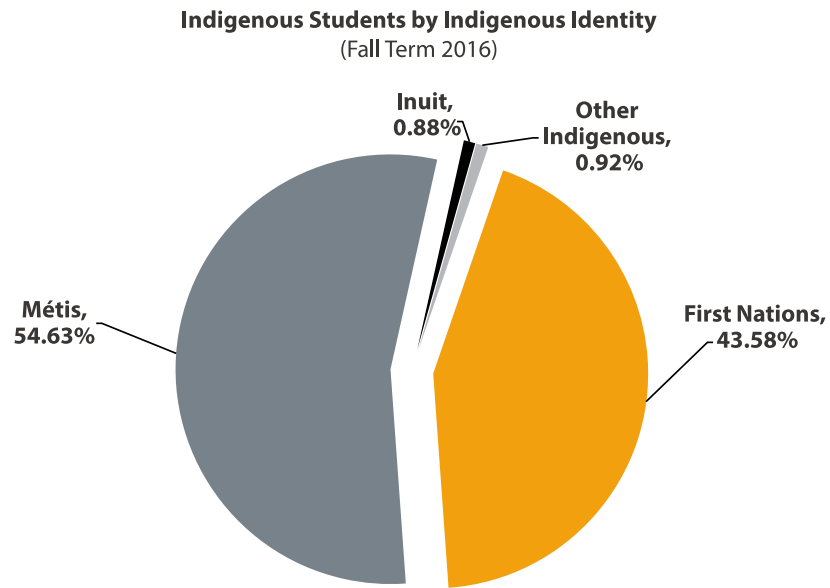
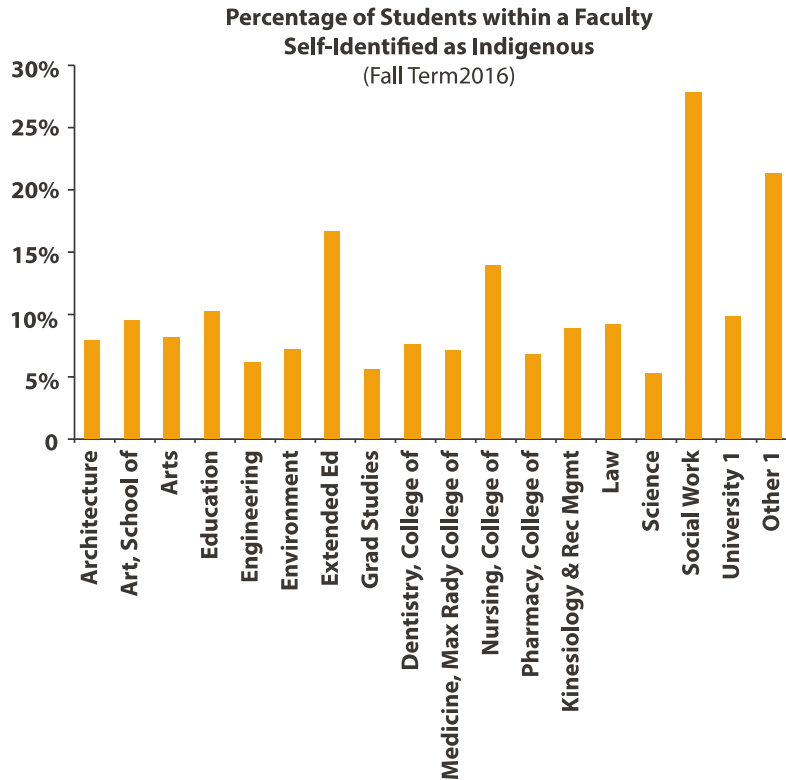


Figure 3-1 Indigenous Students by Indigenous Identity

Source: Office of Institutional Analysis



*Note that faculties with 5 per cent or fewer Indigenous students are aggregated under the 'Other' category, which includes Agricultural and Food Sciences, Asper, Music and Post Graduate Medical Education (PGMEs).

Figure 3-2 Percentage of Students within a Faculty Self-Identified as Indigenous

Source: Office of Institutional Analysis

The percentage of students within a faculty who have self-identified as Indigenous varies with the Faculty of Social Work, Division of Extended Education and College of Nursing, with the highest percentage of all self-identified Indigenous students (see Figures 3-2 and 3-3) in Fall 2016.

A focus on percentage distribution by faculty of our self-identified Indigenous student population offers a slightly different picture. (See Figure 3.3) Distribution is inconsistent across faculties, with the highest concentration in U1, Arts and Science.

While it is important to the University to increase the number of Indigenous students, their success is also important. One sign of Indigenous student success is the increased numbers of degrees and diplomas conferred, as shown in Figure 3-4. The number of diplomas awarded has remained somewhat stable at approximately 26 each year, while the number of degrees has been increasing.

**Percentage of Indigenous Students
Enrolled in Faculties and U1**
(Fall Term 2016)

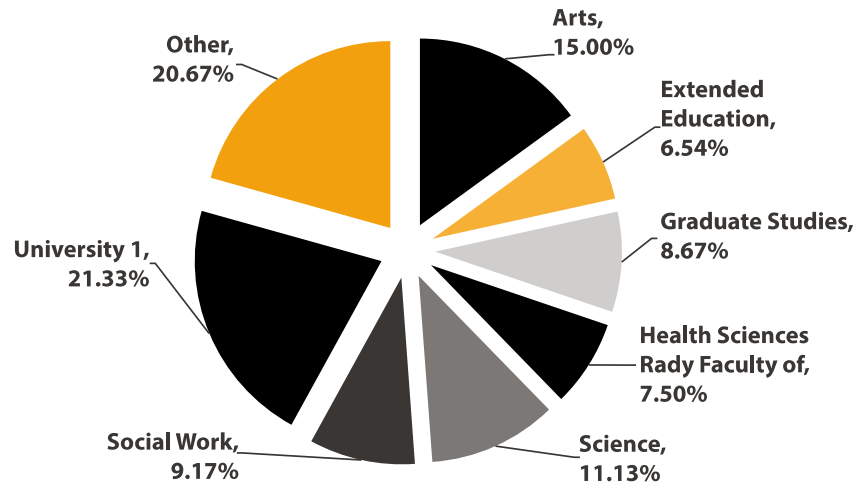


Figure 3-3 Percentage of Indigenous Students Enrolled in Faculties and U1

Source: Office of Institutional Analysis

**Indigenous Students
Degrees and Diplomas Conferred**

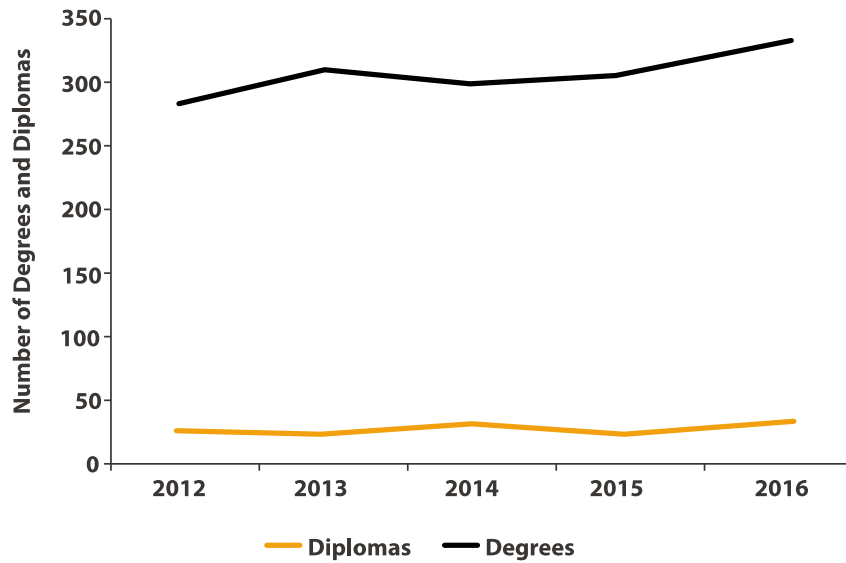


Figure 3-4 Indigenous Students Degrees and Diplomas Conferred

Source: Office of Institutional Analysis

To further support Indigenous students, a number of initiatives have been implemented:

- The University hosted a public lecture, *Closing the Gap*, by the Assembly of First Nations National Chief to build understanding of some of the challenges and opportunities in this area.
- A celebration and welcome day for Indigenous students is now part of Orientation Week activities at Fort Garry Campus.
- A welcome feast and networking day is held for Indigenous students each year at Bannatyne Campus.
- An annual Indigenous Homecoming event features inspiring talks from prominent Indigenous alumni and networking opportunities for Indigenous students.
- The Canadian Indigenous Self-Declaration form has been renewed, including an opportunity for students to subscribe to communications material about supports, program, financial aid and other opportunities available to Indigenous students.
- The Indigenous Student Centre and the Faculty of Graduate Studies together hired an Indigenous Graduate Student Success Coordinator and the Indigenous Student Centre hired an Indigenous Student Advisor to coordinate its new bridging/transition program, increasing the number of Indigenous student advisors at the Indigenous Student Centre from two to four.
- A new bridging/transition program for Indigenous students is in development, which includes an ARTS 1110 Indigenous student lab section, summer boot camps, significant peer mentoring and reading specialists.
- The Student Counselling Centre delivers counselling services to students in Migizii Agamik. Individual and group programming are offered and an Academic Learning instructor provides academic skills support.

Faculties, colleges and schools are also creating and increasing supports to foster Indigenous student success, including:

- The Faculty of Arts has hired an Indigenous Academic Advisor to help Indigenous students succeed in Arts, and to help the Faculty examine its processes and structures as they impact Indigenous students.
- The Riddell Faculty of Environment, Earth, and Resources established an Indigenous Pathways Network to enhance access to the University's Indigenous expertise, supports, and experience and to encourage faculty, staff, and student awareness.
- The Faculty of Science has established a peer mentorship program for Indigenous students in collaboration with the Neechiwaken Indigenous Peer Mentor Program (IPMP) under the umbrella of Student Life. Since fall of 2015, the faculty has held research talks at Migizii Agamik to promote the NSERC Undergraduate Student Research Awards program and greater involvement of Indigenous students in research opportunities in science.
- Aboriginal Education Business Partners (ABEP) at the I.H. Asper School of Business provides a variety of services to First Nations, Métis and Inuit students in pursuit of their commerce degree including tutoring, networking opportunities and access to scholarship and bursary funds. Indigenous students pursuing an MBA now have access to ABEP's services and resources.

c. Foster K-12 Indigenous student participation in post-secondary education.

In order to encourage Indigenous youth to pursue post-secondary education, the University has committed to the following:

- Increased community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies;

- Establishing new and further developing existing pre-university programming and activities for Indigenous youth; and
- Exploring collaborative opportunities with the K-12 system.

In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint along with other six Manitoba universities, three colleges and the Manitoba School Boards Association. The Blueprint commits the signatories to working together to make Indigenous education a priority. It led to the formation of a steering committee, of K-12 educators, universities and colleges and representatives from Indigenous organizations and the government of Manitoba, to develop an implementation plan to advance the 10 commitments laid out in the Blueprint. While all 10 commitments are interdependent in advancing this goal, this work specifically includes:

- Collaborating to increase student mobility to better serve the needs of Indigenous students.
- Increasing and measuring Indigenous school and post-secondary participation and success rates through the development of a common set of metrics to measure Indigenous students' participation and success rates (grade 12 into PSE) and increase the number of dual credit offerings.

The UM also collaborates with a number of other partners to create opportunities for K-12 Indigenous students to connect with the University. Some examples include:

- Since 2012, the Verna J. Kirkness Science and Engineering program has brought Grade 11 Indigenous students from across Canada to the University for a week. Students stay in residence, familiarize themselves with supports for Indigenous students at the University, learn about the application process and work with faculty and researchers in labs and in the field. In 2017, 46 students came to U of M, up from 40 in 2016, with 100 per cent of University volunteers retained and additional faculty and researchers participating annually.
- The University hosts and supports the Manitoba First Nations Education Resource Centre's annual science fair, bringing more than 500 Indigenous students to campus for the two-day event annually.
- Indigenous Student Recruitment runs a Post-Secondary Club that is active in four Winnipeg high schools, with approximately 50 students participating in programming each month.
- WISE (Women in Science and Engineering) and Kid-Netic Energy both celebrated their 25th anniversary in 2015. In that same year, camps and workshops were delivered in 10 First Nations communities, and a new program called Circle of Science was launched in four Winnipeg schools, offering students opportunities to participate in Indigenous hand-on science and engineering activities.
- Each summer, in partnership with Manitoba's Office of Rural & Northern Health, the University hosts Health Quest Camp for Grade 11 students from Northern Manitoba to gain exposure to health careers in the Rady Faculty of Health Sciences they take part in hands-on activities and experience living on campus. Students also receive academic and career planning advice, a mentor in their chosen field of study and a tailored remediation plan. In 2016, 15 students participated in the camp.
- The Rec and Read program pairs U of M student mentors with high school students to plan weekly afterschool programming (recreation and tutoring), which those students deliver to elementary school students. In 2016-17, more than 230 participants at 13 different schools participated in the program for Indigenous youth and diverse populations. Rec and Read won first place in the 2014 MacJannet Prize, an international award which celebrates university programs that model global citizenship and civic engagement, raise awareness and encourage community engagement within higher education.

- Since 2014, Indigenous Mini U has offered Indigenous university students enrolled in academic programs at the Fort Garry, Bannatyne and the William Norrie campuses an opportunity to enrol their children in a summer program featuring First Nations, Métis and Inuit workshops and activities. This week-long summer camp for young learners (ages seven to nine) is offered at a subsidized cost.
- Commencing in 2015, St John's College became host to an annual cohort of Indigenous students from the Sapotawayak Cree Nation who are transitioning into University life. The College provides classroom space and access to the residence and meal plan for the students who complete upgrading courses during the first term. This allows students to familiarize themselves with campus and urban life, prior to starting University. In the second term, the students are enrolled in University courses and are provided support from the program to complete the course. Spiritual support is available through an Indigenous spiritual advisor.

d. Enhance the University's research capacity on issues of importance to Indigenous peoples and populations.

The University has committed to furthering the development of the National Centre for Truth and Reconciliation. Progress on this is addressed in the report on Priority 2. Some other examples of major research partnerships include:

- The CREATE H₂O program for First Nations water and sanitation security addresses research and training gaps that are preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Students and faculty representing the Faculties of Agricultural & Food Science, Arts, Architecture, Engineering, Environment, Earth, & Resources, Graduate Studies, Health Sciences, Law, and Science are involved in the program.
- Faculty and students in the Faculty of Architecture are working on a collaborative research project with two Dene communities in northern Manitoba to find solutions to housing needs and high tuberculosis rates. *Sekuwe: My House*, a book about the project was released in November 2016.
- The Centre for Aboriginal Health Research is a leader in working with Indigenous communities on partnership-based research initiatives.
- In 2015/2016, a project called *Honouring the Voices: 40 Years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba* outlined the ways the research community has connected with, listened to and learned from Indigenous communities and organizations and highlighted connections that have developed into partnerships that reflect a respect for self-determination and Indigenous knowledges.
- St. Paul's College continues to actively serve as a National Partner for the National Centre for Truth and Reconciliation, which includes attending national and local meetings, providing guidance on national consultations and providing advice regarding national surveys.

e. Strengthen global connections with Indigenous peoples and programming around the world.

The University intends to increase the number of Indigenous faculty and students engaged internationally in an Indigenous scholars network. This network will also expand service learning and community-based research opportunities with global Indigenous communities. Some current examples include:

- Four international service learning opportunities have been established or are in development: Alternative Reading Week Belize – Q'eqchi'Maya; Alternative Reading Week Ecuador – Kichwa; Ecuador Service Learning Experience – Kichwa; and Chile Service Learning Experience – Williche.

- The Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program, Promoting International-University Partnerships in Global and Indigenous Health is offered through The Rady Faculty of Health Sciences' Centre for Aboriginal Health Research.

f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.

The University relies on trailblazers, innovators and visionaries whose contributions have transformed and continue to transform the University into a centre of excellence in Indigenous education and research. Recognizing these leaders as role models and mentors supports University's efforts to attract and retain more Indigenous students, faculty and staff. Some examples of how the University is celebrating Indigenous achievement include:

- An annual Indigenous Homecoming event recognizes Indigenous alumni every year. In 2015, the event celebrated the 30th anniversary of the Engineering Access Program and the 40th anniversary of the Access Programs.
- Indigenous stoles, designed by U of M Indigenous community members, were created for the 25th Annual Traditional Graduation Pow Wow in 2014 and have been presented to Indigenous graduates every year since. The stoles were approved by Senate as official graduation dress in 2016.
- Indigenous alumni and community members are regularly honoured with Honorary Degrees and Distinguished Alumni Awards. Some recent examples include: Tomson Highway, LL.D., 2017, Wilton Littlechild, LL.D., 2016; Stella Blackbird, LL.D., 2015, Karen Beaudin, DAA Community Service, 2016; and Marion Meadmore, DAA Lifetime Achievement, 2015.
- Indigenous Achievement works closely with the Marketing Communications Office (MCO) to ensure that stories highlighting the successes of Indigenous students, staff, faculty and alumni are shared, not only through the Indigenous network page on the university online news vehicle, *UM Today*, but through all MCO publications. Stories are also pitched to local and national media.

The University is committed to establishing an Indigenous leader awards program to recognize and celebrate Indigenous achievement. Progress on this commitment includes:

- Awarding in 2015 of the first three Indigenous Leader of Tomorrow Scholarships of \$16,000, over four years.
- Honouring of the first recipients of the Indigenous Student Awards of Excellence during Indigenous Awareness Week 2017, for their contributions to advancing Indigenous achievement and engagement at the University.
- Establishment in 2016 of a new Diversity & Inclusion Award within the Awards of Excellence for Support Staff. Criteria for all Awards of Excellence have been introduced to ensure support for Indigenous achievement is considered as a component of assessment.

Individual faculties are also recognizing the contributions and achievements of Indigenous faculty, students, staff, alumni, and community partners. Examples include:

- The Asper School of Business has held the Excellence in Aboriginal Business Leadership Awards (EABLA) since 2005 to honour Manitoba's Aboriginal business leaders.
- The School of Agriculture highlighted the success of an Indigenous alumna at its diploma convocation in 2015.
- The Faculty of Arts honoured Indigenous alumnae at its 2016 homecoming event.

g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces).

In support of this goal, and in order to ensure that all goals to advance Indigenous Achievement are implemented and sustained, the University has committed to increase the number of Indigenous faculty and staff as a percentage of the University's employee population. This is addressed in Priority 4 of this report. Examples of this initiative include:

- Establishment of the position of Vice-Provost (Indigenous Engagement) to partner with academic and administrative units in guiding the University's commitment to embedding Indigenous perspectives into curriculum, programs and research.
- As mentioned in section one, the Indigenous Scholars Fund and the Indigenous Initiatives Fund are two strategic initiatives of the Provost's office that contribute to this goal.

The University has also committed to making First Nations, Métis and Inuit arts, cultures and languages more visible throughout our campuses. This begins by recognizing where the University is located. A Traditional Territories Acknowledgement is now shared before all major university events and is widely advertised to demonstrate commitment to create a learning environment that welcomes and supports Indigenous students and staff as part of the wider University community. The acknowledgement reads:

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

Additional efforts to build and expand an Indigenous presence on campus include:

- In 2015, an Indigenous Advisory Committee and Subcommittee were established to guide the drafting of Indigenous Planning and Design Principles for the University. The committees were composed of Indigenous leaders, Elders, designers and architects who worked with the Campus Planning Office to craft the principles as a guide for physical development and spaces across the University's campuses and lands. The principles were formalized in 2016 and are supported by the University's Indigenous Advisory Circle.
- A working group, with representation from the Indigenous Student Centre, Elders-in-Residence and Indigenous Achievement, was established in 2016 to develop procedures for implementing the principles and applying them to campus development projects and physical spaces. This work is being done collaboratively within the Associate Vice-President (Administration) portfolio with collaborations between the Campus Planning Office, Office of Sustainability, Architectural and Engineering Services, and Operations and Maintenance.
- The University developed a campus-wide strategy to increase Indigenous art and spaces; One example of new art can be found in Robson Hall Moot Courtroom, where three large paintings depicting traditional Indigenous scenes by Dakota/Ojibwa artist Linus Woods were unveiled on the first anniversary of the release of the Truth and Reconciliation Commission's Calls to Action. Works by artist Eddy Cobiness, which form part of the University Art Collection, have been placed in the Faculty of Science, the Department of Human Nutritional Sciences, the J.A. Hildes Northern Medical Unit and the University Administration Building.

- Digital presence is also a significant factor at the University. The Marketing Communications Office (MCO) works with Indigenous Achievement and the Indigenous Student Centre to ensure that social media coverage reflects Indigenous Achievement perspectives, knowledge, research and events. In 2016-2017, an Indigenous student was hired for “student-takeover” days and to manage the Indigenous social media accounts during special events.

A number of new spaces dedicated to Indigenous programming and learning have been created or are in development:

- A Medicine Garden of Indigenous Learning was created at Bannatyne Campus in 2014. Work continues on a second phase to create spaces to better facilitate classes working with Elders, who host teaching circles on traditional medicines and knowledge. Phase two is due to be completed in 2017.
- The National Centre for Truth and Reconciliation held its official grand opening in 2016 at its new home in Chancellor’s Hall.
- The Active Living Centre established a dedicated space for Indigenous programming, available for use by Indigenous community members at no cost. It has since been used for a weekly Pow Wow Club and Spirit Fusion Yoga classes.
- The Rady Faculty of Health Sciences officially launched its Indigenous Institute of Health and Healing (Ongomiizwin) in 2017, creating a safe learning space for Indigenous education and health.
- The Faculty of Science Students’ Association included Indigenous design elements in the renovation of its student lounge in 2015.
- The Indigenous Student Centre received funds for a new sweat lodge and tepee, which will be used as gathering spaces and teaching tools.

IV. BUILDING COMMUNITY

that creates an outstanding learning and working environment

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,000 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our university community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment, each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, the community as a whole, and Manitoba.

At the University of Manitoba, we believe an outstanding and learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative, and governance programs and processes. We are dedicated to providing all students, staff and faculty learning, research and leadership support and development opportunities.

GOALS:

- a. ***Make the University of Manitoba the institution of first choice for potential students, staff and faculty.***

Since the approval of *Taking Our Place*, the population of students, staff and faculty has risen to 39,000 (Figure 4-1). The University remains committed to expanding the pool of outstanding potential students, staff and faculty applying to the University, and to retaining the University’s status as one of the Top 25 employers in Manitoba.

UM Population - Fall Term 2016	
Undergraduate Students	25,611
Graduate Students	3,700
PGMEs	676
Total Students	29,987
Academic Staff	5,378
Support Staff	3,857
Total Staff	9,235
Total Students & Staff	39,222

Figure 4-1 UM Population, Fall 2016

Source: OIA

As part of this commitment, the University has made a number of changes to improve the undergraduate and graduate admissions process, including:

- Upgrading the application system, *Apply Yourself*, to improve the application experience for students; Notifying prospective students of admissions decisions earlier; and
- Coordinating undergraduate entrance scholarship offers and admission offers.

In addition to these improvements, need- and merit-based undergraduate student award programs have been enhanced to provide students with additional financial supports. As well, in an effort to grow our Indigenous student population, efforts to recruit Indigenous students were enhanced.

The University has also launched a new employee recruitment campaign, focused on actively seeking the best possible candidates. New branding, enhanced use of social media tools, attendance at job fairs and promotion of the University’s desirable employment aspects are proving beneficial for recruitment purposes.

In 2017, the University of Manitoba maintained its fifth year of designation as one of Manitoba’s Top Employers. Additionally, the University was recognized as one of Canada’s Best Diversity Employers for 2017, the first time it has achieved this national designation.

b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities, and racialized minorities.

The University is working towards achieving gender balance in student, staff and faculty; to increasing the number of Indigenous students, staff and faculty; and to building a culture of inclusion so that our leadership reflects the diversity of society. Figure 4-2 provides a picture of University’s employment by equity group. There is still work to be done to improve rates of employment in each equity group as we aspire to be an inclusive and diverse workplace.

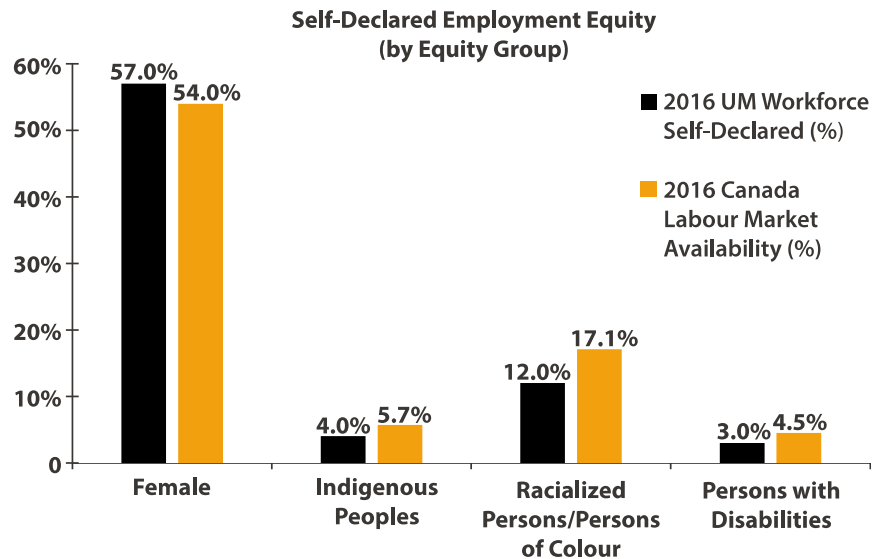


Figure 4-2 Self-Declared Employment Equity (by Equity Group)

Source: Human Resources

To build a community welcoming to those with disabilities, and in response to the Accessibility for Manitobans Act (AMA), an AMA Steering Committee was established. The Committee helped develop the University's first Accessibility Plan, which was published in late 2016. It also developed in-person and online video training materials for the AMA's customer service standard and a variety of accessibility issues.

As noted in the Priority 1 section of this report, the Strategic Enrolment Management (SEM) Plan (2013-2018) established goals to increase the numbers of Indigenous and international students enrolled at the U of M. The SEM Plan includes strategies for Indigenous outreach and recruitment and new initiatives, such as the Qualico Bridge to Success program to support incoming Indigenous students, have been implemented to support the transition and success of Indigenous student. Other initiatives that support student diversity include:

- Increased supports for international students in the areas of counselling, case management, advocacy and academic integrity;
- Increased outreach to the Muslim student community and the addition of a spiritual care coordinator to enhance the inclusivity of spiritual activities on campus;
- Increased counselling time and academic support allocated for Indigenous students at Migizii Agamik; and
- Youth-in-Care Bursaries, introduced in 2014 for students in current or past care of Child and Family Services.

Diversity in staffing has also been supported in a number of ways, including:

- A project funded through the Indigenous Initiatives Fund to develop an Indigenous employee recruitment and retention strategy. It evaluates past performance in recruiting Indigenous employees, and identifies obstacles to recruitment and employee success;
- Amended hiring processes to allow specific positions to be recruited exclusively from a particular group to increase diversity;
- Creation of a new Accessibility and Inclusion Award as part of the Awards of Excellence for support staff to recognize achievements that promote a diverse community;
- Sponsorship of and active involvement in Winnipeg's Pride Day and continued partnering with the Rainbow Resource Centre to provide LGBTTQ* awareness training

c. Increase student, staff and faculty satisfaction with the learning and work environment.

The University recognizes that behaviour, amenities and the physical environment impact experience of the University as a work and learning environment. An important component of this goal is the creation of initiatives designed to promote a respectful work and learning environment. The UM recently revised its suite of policies that address behaviour, including restating its commitment to a desirable environment through the Respectful Work and Learning Environment policy.

The President's Advisory Committee on Respect has conducted surveys and consultations to identify issues of concern and prioritize steps to strengthen the community. The University community identified addressing sexual assault as a high priority. In response, a Sexual Assault and Violence Steering Committee was established, along with the creation of a new Sexual Assault Policy. A consultant has been hired to conduct a campus climate survey to inform the development of a sexual assault education and prevention strategy.

The University's Childcare Initiative has also engaged in an extensive study of needs and best practices. A new childcare facility has been announced, which will greatly expand capacity and will prioritize the needs of Indigenous students.

To improve the learning and working environment, the University has committed to enhancing common spaces, amenities and services. A number of initiatives demonstrate progress:

- The Active Living Centre opened in February 2015. The 100,000 sq. ft. facility provides 1,000 pieces of free weights and accessories, a 200 metre elevated running track, over 270 pieces of cardio, resistance and strength equipment and a 40 ft. high climbing wall;
- University Centre's multi-purpose rooms were upgraded;
- Dining Services expanded at both campuses, including: opening The Starting Block, a new healthy food outlet at the Active Living Centre; adding food carts on campus; and developing a flexible food station in University Centre that offers greater menu variety;
- Mary Speechly Hall, a co-ed residence, and University College Residences were upgraded with new carpeting, upgrades to bathrooms and improved laundry facilities;
- A new community kitchen allows residence students to prepare their own meals, especially important during the summer and holiday closure. A second community kitchen space is currently being built to help meet demand.
- University College is undergoing a multi-year window replacement project and elevator cab upgrades;
- The Bookstore, in partnership with the Copyright Office and Libraries, is promoting course packs that fall within Fair Dealing Guidelines. The Bookstore ensures compliance and creates and prints all custom course packs requested by faculty for resale on a non-profit basis;
- Parking amenities have been improved. Stage two of a three-stage parking meter replacement project has been completed to improve payment options and parking enforcement.

The University is also committed to improving workload distribution to ensure that staff can maintain a work-life balance consistent with their career objectives. To this end, a variety of leave options have been introduced to benefit employees who require flexibility in their work schedule. New options include the Vacation Purchase Plan, the Voluntary Days Off program and improvements to maternity leave provisions for faculty members.

Other initiatives to improve work-life balance include:

- The new Active Living Centre provides expanded opportunities for recreation and achieving a good work-life balance;
- The LiveWell@Work initiative, inspired by *Success Through Wellness*, combines a variety of online resources, in-person training opportunities and a week-long wellness fair;
- A Mental Health First Aid course is now available to all employees.

To support individual growth, development and success, the University wishes to ensure all faculty, staff, and students receive regular feedback. To this end, managers are trained on the importance of regular constructive feedback to employee success and satisfaction through a variety of professional development programs. Working with Audit Services, Human Resources is identifying units not regularly conducting performance reviews and encouraging them to provide feedback more often.

Progress has been made in all 67 recommendations of our campus mental health strategy, *Success Through Wellness*. These include activities designed to increase student success through addressing mental health within the academic environment; promoting help-seeking as a strategy for academic and career success; educating faculty, staff, and students about how to identify, respond to, and refer a person with mental health problems to appropriate resources; encouraging programs and activities that support a sense of community; and promoting respect, inclusion, and valuing of diversity.

d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.

The University has expanded professional development opportunities available to faculty and staff. Learning and Organizational Development now offers almost 200 sessions annually. These include topical individual sessions, as well as formal programs such as the Supervisory Excellence Program. Significant emphasis has been put on developing leadership skills through the new UMLLP (University of Manitoba Leadership Learning Program), and through programs sponsored by the Provost's Office specifically for academic administrators.

The Student Leadership Development Program (SLDP) has been completed by over 300 undergraduate and graduate students. This program features tiered and progressive workshops that allow students to work on their leadership skills over time. The University also offers the Intercultural Development Leadership Program (IDL) through the International Centre and the Indigenous Circle of Empowerment (ICE) through the Indigenous Student Centre.

e. Provide information technology systems that support the needs of students, staff and faculty.

The University is committed to renewing information technology infrastructure to better support teaching, learning and research programs for students, staff and faculty.

Improvements that affect the system overall include modernization of IT infrastructure and the retirement of older technologies such as Novell and Windows XP. A project to upgrade the network has begun and unnecessarily complex operations have been simplified, such as the consolidation of back-up technologies from seven to two. Where practical, the life of core IT assets have been extended.

Actions with particular impact on researchers include upgrading network connections to the High Performance Computing Centre (HPC) to increase computing capacity, improving the primary university data centre and providing a "private cloud" service to researchers so they can create configurable computing environments within the safe and secure enterprise environment.

Microsoft 365 was provided to students starting in August 2015 so that students could have access to email, calendaring and Office applications. Other improvements that impact students include upgrading open area computer lab hardware and standardizing software suites across campus. Video streaming capacity has also been significantly improved so that the broader community can experience more live events such as convocation.

To improve service, support desks have been merged to promote a more consistent level of service for students, staff and faculty.

In addition to these accomplishments, during this reporting period a campus-wide IT Governance process was established to ensure IT investment remains aligned to the strategic direction of the University. The University Information Technology Advisory Council (UITAC) recommends information technology investments and includes representatives from key stakeholder groups including students, faculty, researchers and administration. The UITAC is supported by five committees, each of which is aligned to a key stakeholder group, ensuring broad representation from across the University for both receipt and consideration of proposals. Between January 2015 and March 2017, 161 proposals were submitted, with 121 selected for implementation.

There has also been focus on improving information security through the establishment of an Information Security and Compliance team, which completes threat risk assessments and manages security incidents. This team also leads education and awareness activities.

- f. **Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.**

EMPLOYMENT

The University aims to ensure that its academic community is well supported, and that an appropriate ratio of support staff to academic staff is retained. Figure 4.3 provides the composition of employees as of 2016.

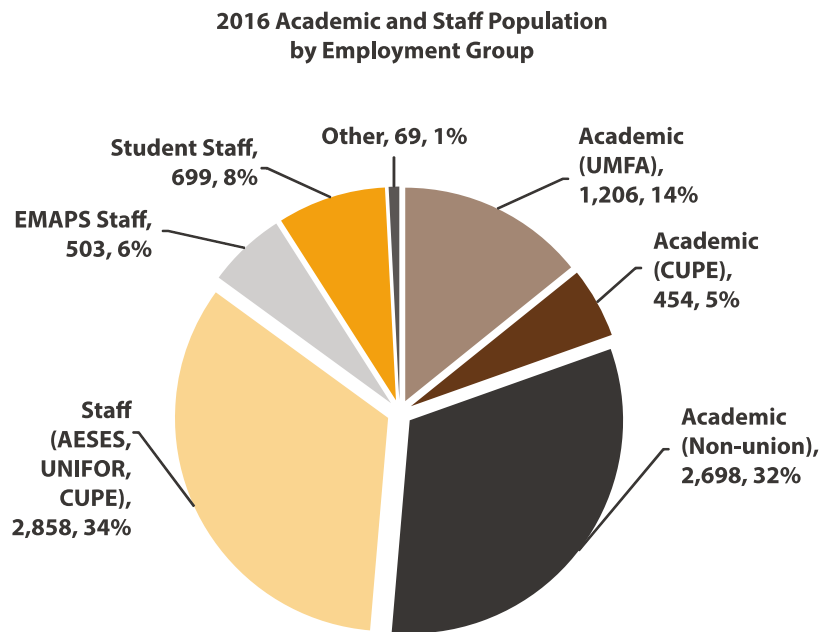


Figure 4-3 2016 Academic and Staff Population by Employment Group Source: Human Resources

The University has created voluntary programs that help encourage academic renewal and change. A one-time program, known as VERP (Voluntary Early Retirement Program) was run in 2016/17 with 97 eligible employees, 53 of whom were academic. A longer-term program, known as RAP (Retirement Allowance Program), commenced in 2017/18.

ACCESSIBILITY

Another component of creating a successful environment for the University relates to the physical environment. The Campus Master Plan and general campus development facilitate access to facilities for those with disabilities and demonstrate leadership in social, economic and environmental sustainability.

In compliance with the *Accessibility for Manitobans Act*, and directly in support of *Taking Our Place* and the University's Accessibility Plan, the University has undertaken unit accessibility audits and an audit of the built environment in order to identify barriers to accessibility.

In response, universal design standards were adopted in December 2016, and accessibility has been integrated into the University's Sustainability Strategy 2016-2018. As well, through related planning and implementation, accessibility has been incorporated into campus planning through the Visionary (re)Generation project and the resulting master plans for the Bannatyne and Fort Garry campuses.

MAINTENANCE

In order to improve the quality and level of maintenance of its spaces, the University has:

- Identified energy reduction partnerships such as participation in Manitoba Hydro’s Power Smart Building optimization program for the Engineering and Information Technology Complex (EITC) and Max Bell Building;
- Utilized an integrated design process that considers energy optimization and renewable energy opportunities at the Churchill Marine Observatory;
- Planned for control system upgrades such as a common user interface to run on IST virtual server(s);
- Modified the district heat recovery operation to reduce overheating on warm spring afternoons;
- Upgraded HVAC (Heating, ventilation, and air conditioning) at the Parker Building in coordination with researchers;
- Reviewed snow and ice control equipment in Fall 2015. Improved equipment coincided with zero third party claims for slips and falls for the 2015/16 Winter season;
- Increased attention to critical support infrastructure such as steam plant boilers, water conservation, energy efficiency measures, and electrical re-servicing;
- An investment in the appropriate equipment has allowed caretaking to focus on the most essential tasks;
- The University continues to use APPA standards to assess progress and inform resource allocations. (APPA is the Association of Educational Facilities Managers, formerly the Association of Physical Plant Administrators).
- Significantly, consumption of electricity, natural gas and water continue to decline.

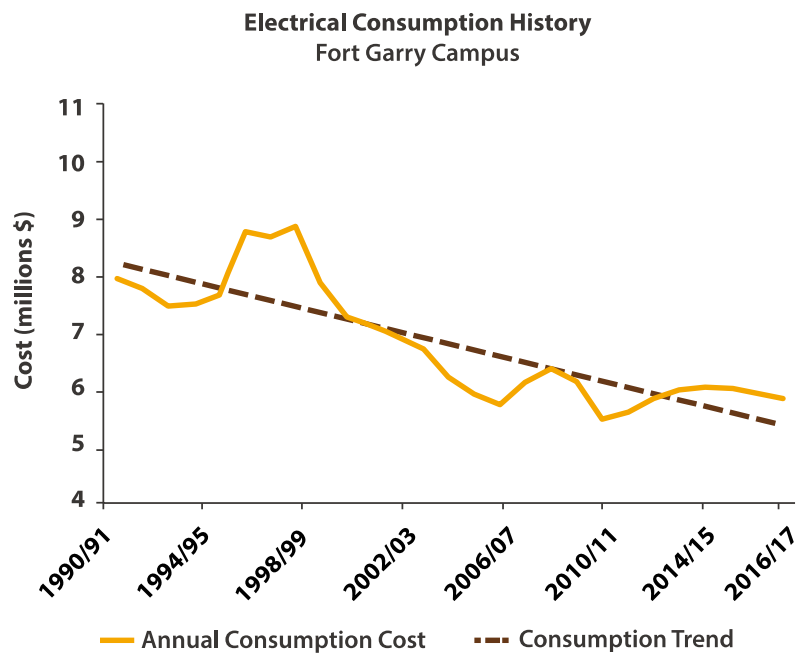


Figure 4-4 Electrical Consumption History FG Campus Source: VPAdmin

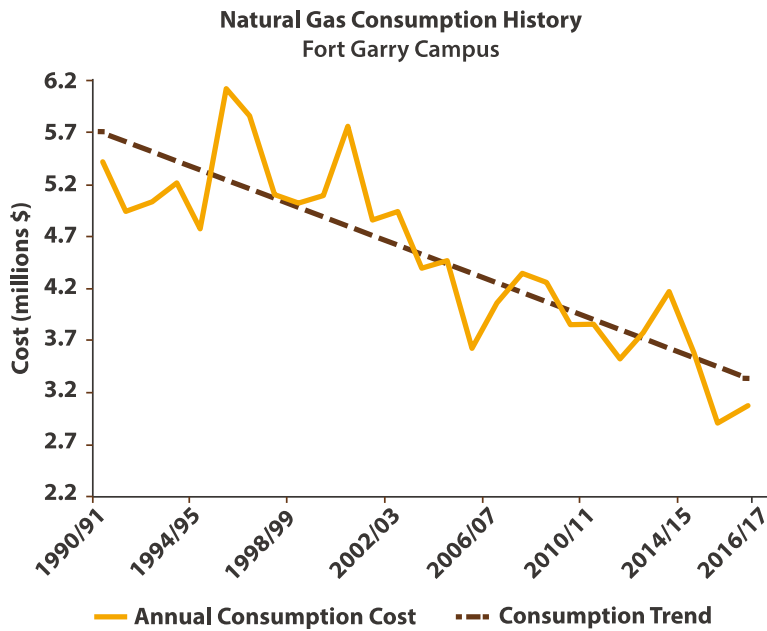


Figure 4-5 Natural Gas Consumption History FG Campus Source: VPAdmin

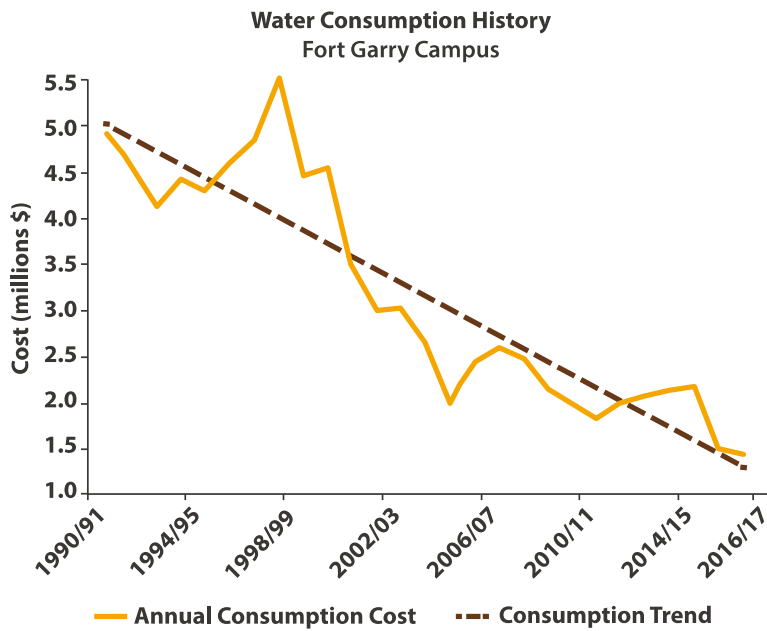


Figure 4-6 Water Consumption History FG Campus

Source: VPAdmin

The University has also placed greater emphasis on preventative maintenance, resulting in more preventative work orders between 2011/12 and 2015/16 at the Fort Garry and Bannatyne campuses. There is not a correlating decrease in corrective (emergency) maintenance due to the age of the campus but it is understood that without increased focus on preventative maintenance that the need for corrective maintenance figures would have risen.

**Preventative vs. Corrective Maintenance
Work Orders Completed - Fort Garry**

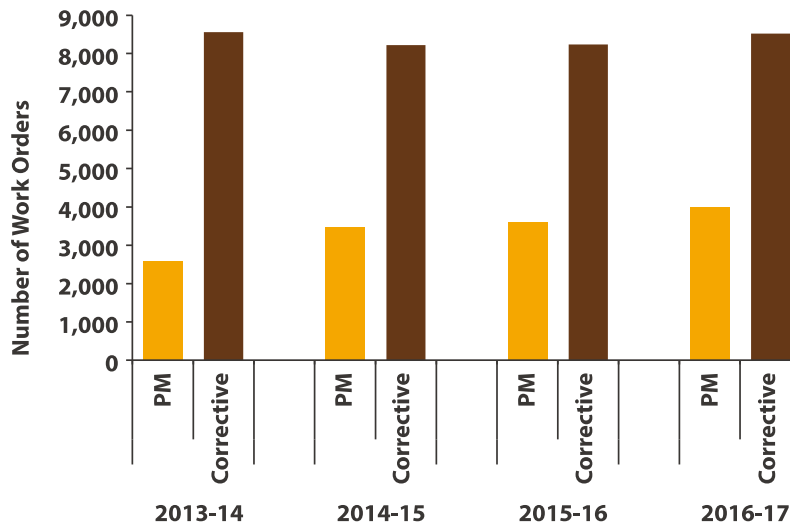


Figure 4-7 Preventative vs. Corrective Maintenance Work Orders Completed-FG Campus

Source: VPAdmin

**Preventative vs. Corrective Maintenance
Work Orders Completed - Bannatyne**

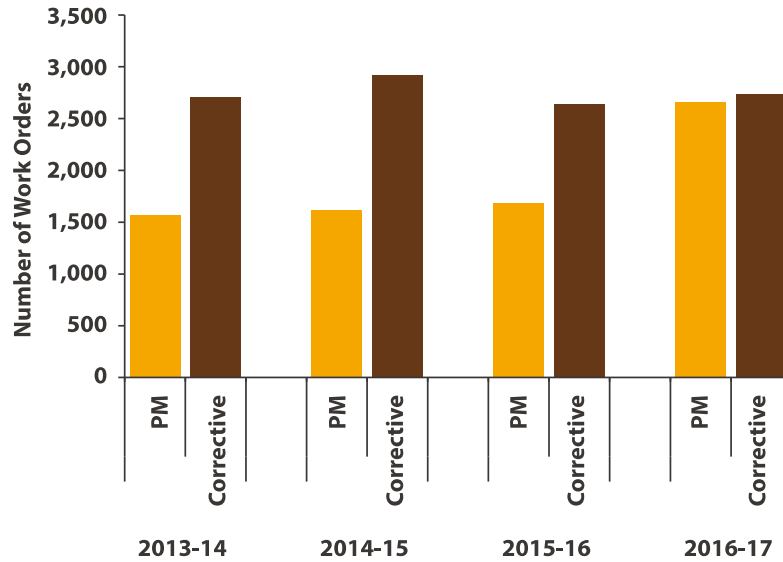


Figure 4-8 Preventative vs. Corrective Maintenance Work Orders Completed-Bannatyne

Source: VPAdmin

SPACE MANAGEMENT AND RENEWAL

The University recognizes that managing space efficiently is fundamental to the effective function of University activities. Because space is limited, the U of M is committed to managing its space strategically to ensure appropriate space allocation among all units, improving space utilization and space optimization. To support these objectives, a Space Management Committee was established to approve changes in space allocation and space use at the University. Space use is monitored to identify surplus or poorly utilized facilities, resulting in space plans for more efficient and functional use of space. Surplus space is reallocated to new priority needs and creates opportunities to consolidate occupancy, providing more productive unit co-locations. The improved space utilization reduces energy use, as well as long-term maintenance and operating costs.

Renewal of spaces also plays an essential role in creating a learning and work environment that meets our needs. Classroom upgrades have been a particular focus for the University during this reporting period to ensure that teachers and learners have access to modern tools and technologies now and into the future.

A Learning Space Renewal project was also launched to consider how pedagogy, technology and space can be better integrated for a greater impact on teaching and learning in both lecture style and collaborative style spaces. Active learning spaces consider flexibility and collaborative work environments as well as changes in pedagogy to increase engagement, promote deeper participation, maximize student achievement and nurture life-changing ideas and innovation.

The Learning Space Renewal project demonstrates commitment to responsible stewardship by using sustainable materials, furniture and technology that will reduce energy use including LED lighting, low VOC paint and durable flooring solutions. Investment in mobile rather than fixed technologies, wireless as well as wired networks, and mobile furniture are other sustainable commitments undertaken in the project.

Between April 1, 2014 and March 31, 2017, 136 classrooms were renovated or were in the process of being renovated, with additional learning spaces receiving technology-only upgrades such as AV equipment replacements and improvements. The University Centre multi-purpose rooms were also renovated in 2016.

Learning Space Renewal Projects

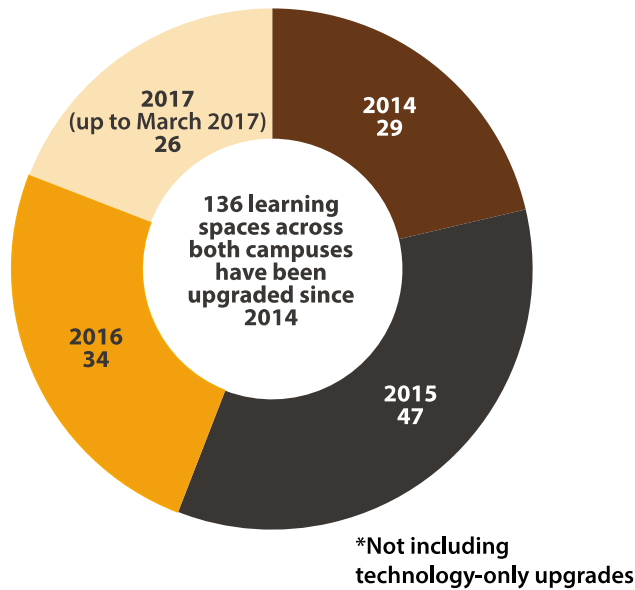


Figure 4-9 Learning Space Renewal Projects

Source: Office of Vice-President (Administration)

SUSTAINABILITY

Meeting the goal to support environmental sustainability remains important work at the University, and in March 2016, the University’s Board of Governors approved a new Sustainability Strategy.

The strategy establishes priorities, targets and initiatives in six key areas: Transportation and Accessibility, Ecology and Environment, Land Use, Resource Conservation and Efficiency, Climate, and Campus Life. The University has undertaken a number of initiatives during this report period, including:

- Launching of a Green Office Program with sustainability champions to reduce resource use and promote environmental protection in their campus workplace;
- Drafting of a Sustainable Transportation Strategy through extensive university community engagement;
- Implementation of a bike parking strategy that led to a large increase of racks due to the installation of inverted U-racks and bike lockers. By replacing some of the older, less secure racks with newer racks, the University has committed to higher quality bike parking facilities.

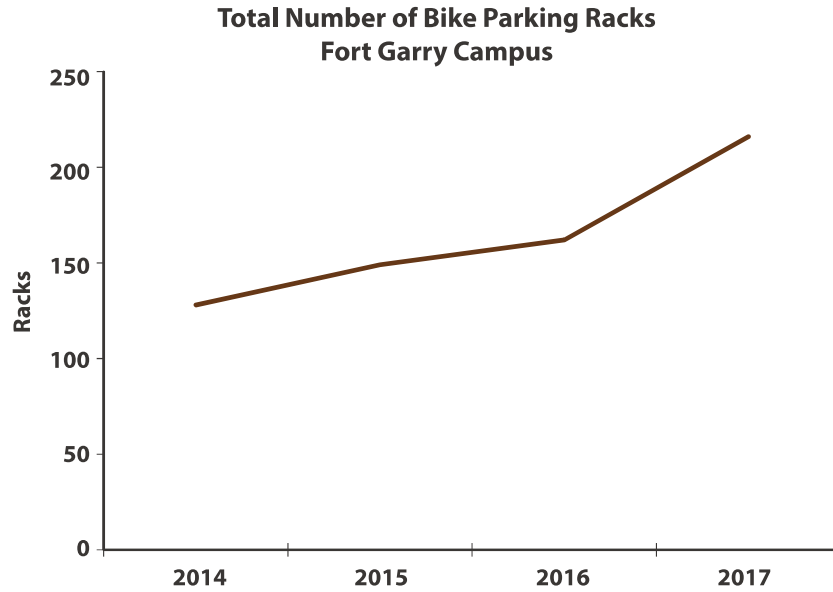


Figure 4-10 Total Number of Bike Parking Racks FG Campus

Source: Office of Vice-President (Administration)

- Collaboration with the Campus Food Strategy group to participate in the pan-Canadian Student Food Challenge event, which provides opportunities for students to design solutions to and take action on campus food system challenges;
- Building knowledge and support for sustainable lifestyles through a wide range of engagement activities including Lug-a Mug, Jack Frost Challenge, Commuter Challenge, Bike to Work Day and Jane’s Walk;
- Improving waste management, leading to a 50 per cent increase in the diversion of recyclables from the waste stream following the 2015 launch of a “Put Recyclables in Their Place” campaign; and

Through partnership with students and local non-government organizations, installation of nesting boxes to improve the urban habitat for wood ducks.

A key strength of Sustainability Strategy 2016-2018 is that it advances a performance management framework using STARS (Sustainability Tracking, Assessment and Rating System) to analyze and compare performance. This transparent, self-reporting framework is used by colleges and universities across North America to enable meaningful comparisons over time and across institutions using a common set of measurements and create incentives for continual improvement toward sustainability. The University achieved a Silver STARS rating in May 2015.

INDIGENOUS DESIGN AND PLANNING PRINCIPLES

The University has committed to making Indigenous culture, language and symbols visible throughout our campuses. As part of this commitment, Indigenous Design and Planning Principles, developed collaboratively under the guidance of an Indigenous Advisory Committee and Subcommittee, and supported by the University’s Indigenous Advisory Circle, were established to guide planning and design on all University lands and campuses. The principles are to:

- Commit to Relationships and Listening
- Demonstrate Culturally Relevant Design
- Respect Mother Earth
- Foster a Sense of Belonging and Community
- Embrace a “Seven Generations” View

These principles are rooted in the concept of interdependence, where the various components of campus planning and design are not isolated, but interdependent and interconnected. Under these principles effective planning must recognize that all components of a place — such as the land, water, transportation networks, buildings, infrastructure, open spaces, and the people that inhabit it— are linked in complex ways. Each one affects the other and should be viewed holistically.

The UMSU Bike Kiosk was the first project to be completed using these principles through design and artistic elements, ceremonies conducted by Elders for tree removals and replanting, and a ground blessing. Other projects that have begun using these principles include a Permaculture Garden, Stanley Pauley Engineering Building and the Campus Daycare addition.

g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University’s mission and strategic priorities.

The University has committed to improving opportunities for participation in university governance, particularly for students, staff and faculty. A number of committees with broad representation are working on important projects, such as the Accessibility for Manitobans Act (AMA) Steering Committee and the President’s Advisory Committee on Respect.

The University has expanded its educational offerings on university governance, holding dozens of presentations for faculty and school councils as well as targeted workshops as part of new faculty orientation, the academic administrators workshop series and to groups of support staff. The goals of these educational offerings have been to acquaint members of the university community with the governance process and encourage their active engagement and participation.

An online Senate Committee interest form has been developed that allows faculty members to self-identify their interest in serving on Senate Committees and this information has been used by the Senate Committee on Nominations to fill vacancies on Senate Committees and engage new individuals in the governance process.

Online access to Senate and Board meeting materials continues to be enhanced, and the Office of the University Secretary has worked in partnership with Archives and Special Collections to digitize historical Senate and Board records to facilitate quicker responses to queries for information.

The University has also undertaken more engagement in the development of major initiatives. One example is the Behavioral Policies Review process; in addition to seeking the approval of Senate and the Board, broad consultation and engagement phases were built into projects to allow for the improvement of the final recommendations through the recommendations of, and engagement with, the university community.

h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable and diminishing resources

The University has increased consultation and consensus-building around important issues for the University community. Examples include the broad inclusion of faculty, staff and students in the Childcare Initiative, the President’s Committee on Respect, the Sexual Assault and Violence Steering Committee, the

Academic Integrity Advisory Committee, and the Travel and Expense Management Steering Committee. The Student Accessibility Procedure requires the creation of Faculty/College/School Accessibility Advisory committees and accommodation teams, specialized decision-making bodies that facilitate faculty input regarding accommodations for students with disabilities.

Efforts toward integrated planning at the University have also enhanced the connection between resource allocation and the University's academic mission and priorities. In keeping with this philosophy, the following initiatives have proceeded during this time:

- Strategic Resource Plan (SRP) submissions were revised in 2016 to promote unit level planning and provide improved opportunity for analysis of requests for strategic funding;
- A Budget and Planning Book was launched to provide an annual overview of key information used in the development of the budget. The first edition was published in October 2015;
- A Budget and Planning committee was established in 2016/17 to manage the budget development process for the University;
- A major project funding allocation work group was established to monitor the implementation of strategic investments;
- The format and presentation of budgetary and financial information was revised to improve communication and accessibility.

To further integrate planning activities at the University, a Budget Model Redesign Initiative was launched in 2016 to examine the University's current approach to resource allocation and develop a set of recommendations for a new resource management, allocation and planning process. A steering committee including representation from several faculties and administrative units worked together to advance this initiative and in March 2017, the President approved the University's new budget model and the move toward implementation.

i. Enhance and support meaningful connections between faculties and units within the University.

In addition to the actions described in previous sections, the University has endeavoured to include a wide cross-section of participants on key committees and projects. A renewed emphasis on approaching issues as a community, and including faculty, staff and students together in key projects, has been evident in projects such as the development of a Mental Health Strategy and the Childcare Initiative.

The formation of the Rady Faculty of Health Sciences was intended to help foster a multi-disciplinary approach to health-related issues. A complementary administrative hub approach has been established to better organize the human resource, financial management and operational management of the Faculty.

An administrative hub approach has also since been implemented for units reporting to the Vice President (Administration), with a focus on improved coordination of financial management.

V. FORGING CONNECTIONS

to foster high-impact community engagement

Our mission includes the traditional aspect of service to the community, yet we have embraced a shift in thinking to better reflect the reality that we don't simply serve our communities, we engage with them. Our relationships with our colleagues, alumni, friends, donors, and partners — local, national and international — are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to closer collaborative relationships with them, and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people's lives.

GOALS:

a. Establish, strengthen and support meaningful connections between the University community and key stakeholders.

The University conducts outreach activities that reach thousands of community members every year. These include:

- The Rec and Read Mentorship Program, which trains University and community leaders to mentor high school students to deliver after-school programming for early years students in Indigenous communities;
- The WISE Kid-netic Energy program, which provides hands-on, curriculum-based workshops for youth, including young girls, to encourage careers in engineering and science;
- The Bruce D. Campbell Farm and Food Discovery Centre, which has hosted more than 30,000 visitors over the last five years to learn about our food production chain;
- The Science Rendezvous, which in 2017 welcomed over 4,500 guests to campus in order to participate in a free day of fun and discovery in engineering and science.

The University community extends across the globe with alumni, former faculty and staff members, research partners and friends in over 137 different countries. Since 2014, the University has held 22 events in 14 different cities outside of Winnipeg. These events serve to engage stakeholders in the life of the University, highlighting the work of our students and researchers and supporting our national and

international Student Recruitment efforts. Past events have taken place in Toronto, Calgary, Vancouver, San Francisco, Minneapolis, Kuala Lumpur and Hong Kong.

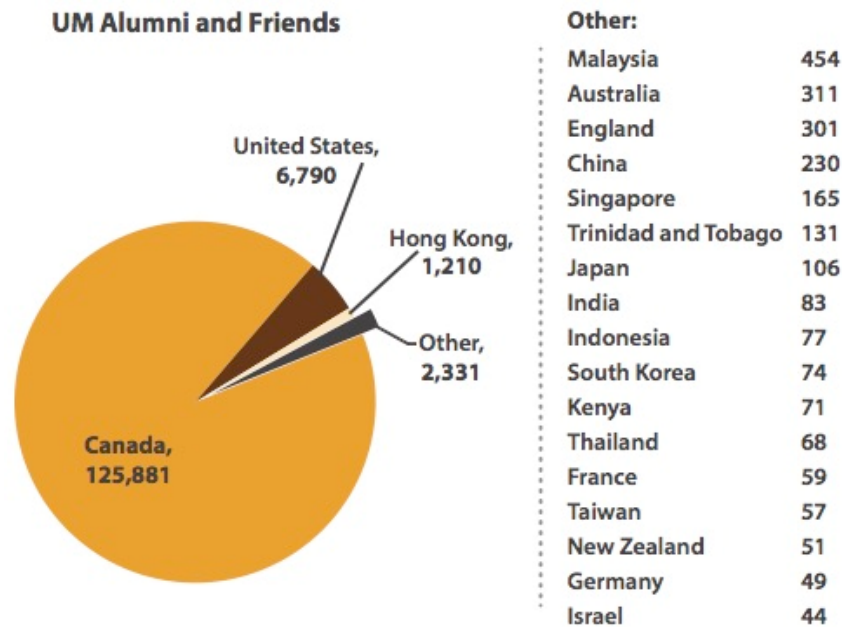


Figure 5-1 UM Alumni and Friends

Source: Office of Vice-President (External)

UM Today The Magazine, the University's rebranded alumni magazine launched in 2015, is also an essential line of communication, delivered to over 120,000 alumni and friends around the world. The magazine, published twice annually, highlights the University's students, researchers, faculty and staff, donors and alumni who are making an impact locally and across the world. *UM Today The Magazine* was the recipient of the 2016 Canadian Council for the Advancement of Education (CCAЕ) Prix d'Excellence Bronze Award in the best print magazine category and the 2017 CCAЕ Prix d'Excellence Gold Award in the best writing feature category. The University also supports the development and distribution of a number of faculty and college publications including St. John's College's *In Lumine*, the I.H. Asper School of Business' *Update*, and the Max Rady College of Medicine's *MB Medicine*.

The Sustainability Research in Action Program: Living Lab was launched in 2015 to support the use of the campus as laboratory to explore sustainability concepts. Faculty and students, with the support of the Office of Sustainability and community partners, provide opportunities for student experiential learning and research. In line with this program and in partnership with the Faculty of Architecture, Department of Entomology, University of Manitoba Parks Canada Campus Club and industry sponsors, the BEE / HOUSE / LAB open international design competition occurred in 2016. The initiative led to the installation of fifty bee houses, advancing research on urban bee habitat needs. The project won the prestigious 2016 Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE).

UM Today, the University's online network and primary source for news, has had approximately 5 million page views since December 2014, with 60 per cent of traffic originating outside of the University community. Each month, approximately 100 new articles are added. Additionally, UM Today network pages and alumni e-newsletters, which allow faculties and units to share more detailed news content with their own audiences, have been established. Since inception, 26 networks have been launched and the

homepages for those networks have received over 140,000 page views, and newsletter click rates have increased by more than 50 per cent with average unsubscribe rates falling by more than 66 per cent.

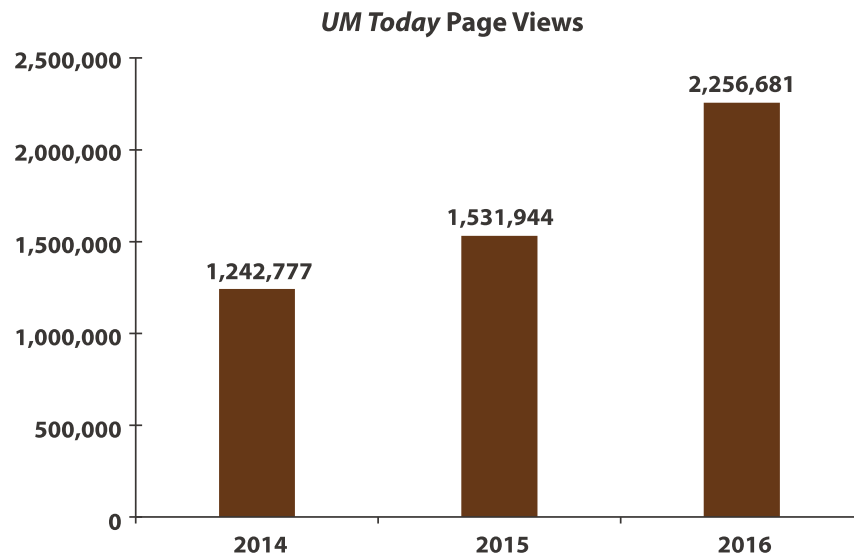


Figure 5-2 UM Today Page Views

Source: Office of Vice-President (External)

The University’s social media community is one of the key connection points to stakeholders and continues to grow substantially. As of March 2017, the University’s combined suite of social media channels including Facebook, Twitter, LinkedIn and Instagram has a following of over 205,000 members. Since December 2015, this marks an increase of over 200 per cent. A number of new social media initiatives have been launched including:

- The @umstudent Instagram account connects current students with services, supports and opportunities at the University. Launched in December 2015, the account now has over 2,250 followers;
- Instagram “takeovers” invite individual community members to create content for those channels;
- Student takeovers feature current students as they attend events, participate in research or travel-study opportunities; to date, the @umstudent Instagram account has hosted 35 takeovers and the #umtakeover hashtag has been used 872 times.
- Photo challenges and social media contests encourage followers to capture life on campus or share their personal student experiences — the number of contest entries in the 2016/17 academic year is over 500 and continues to increase.
- Social media campaigns by the Office of Sustainability through Instagram, Twitter and Facebook reach the university community and beyond to celebrate the University’s successes, increase the knowledge of sustainability outcomes and encourage individual and community action.

Figure 5-3 below shows the University of Manitoba Social Media Subscribers:

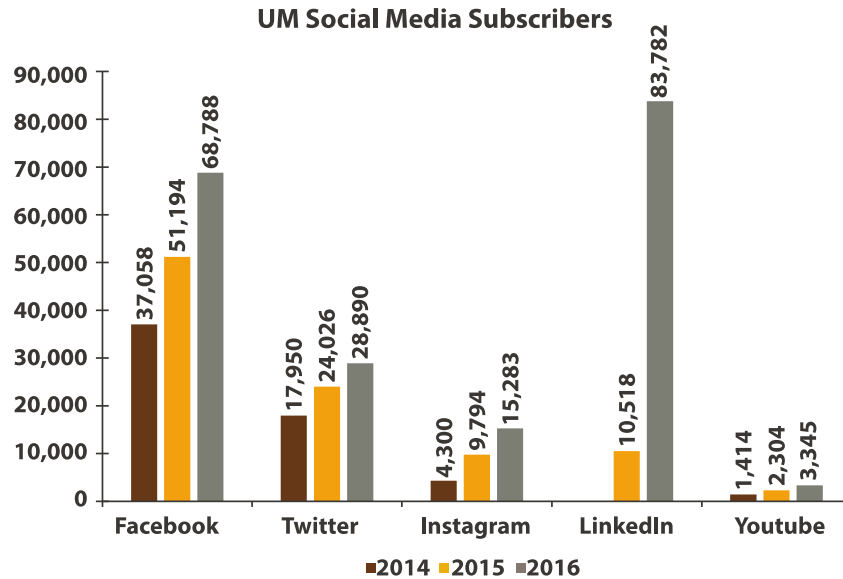


Figure 5-3 UM Social Media Subscribers

Source: Office of Vice-President (External)

The University supports the UMQueer Committee, comprising student, faculty and staff from both the Bannatyne and Fort Garry campuses. This committee works to advance LGBTTTQI community initiatives such as active participation in Manitoba Pride events, including Steinbach’s inaugural Pride March in July 2016 and Winnipeg Pride initiatives.

In 2014, the University launched a refreshed format for the Distinguished Alumni Awards Celebration of Excellence. This new expanded format, now in its fourth year, has enabled the University to celebrate exceptional alumni achievements in the following categories: Professional Achievement, Lifetime Achievement, Community Service, Outstanding Young Alumni, and Service to the University of Manitoba. The Celebration of Excellence is a unique opportunity to bring together students, faculty and staff, alumni, government representatives and community members to acknowledge the achievements of award recipients. Over the past four years, we have honoured 22 outstanding alumni with the prestigious Distinguished Alumni Award and have hosted over 1,100 guests at the Celebration of Excellence.

The University also actively engages with many industry network associations including the Friends of Engineering, the Faculty of Architecture’s Partners Program and the Associates and Young Associates of the I.H. Asper School of Business. These associations provide a vital link between the University and community members. Through their membership, association members support the University and its students, faculty and staff through a variety of ways including serving as guest speakers in the classroom, providing mentorship to students, and engaging their workplaces as employers for student co-op work placements.

Supporting meaningful connections also has a physical component. Building on Visionary (re)Generation is the newly released Sustainable Transportation Strategy that lays out a framework to improve internal linkages and better connect the campus with the surrounding community. It sets a stage for improvements to pedestrian and cycling opportunities, transit advocacy, car-pooling, fleet management and parking management and marks a significant step forward in the University’s journey to lead by example and provide a road map for a more accessible, connected and sustainable future. The Strategy was formulated with the input of over 5,000 student, staff and faculty via surveys, workshops, and open houses over its 18-month development.

b. Foster a dynamic relationship between alumni and the University.

In 2016, the University developed a scoring model in order to provide a baseline measure of engagement and to guide the strategic direction of alumni programming. The model examines four factors of engagement:

- Event & Program Participation;
- Philanthropic Giving;
- Volunteerism; and
- Accuracy of Contact Information.

The most recent alumni engagement scores (up to March 2016) identify 100,873 alumni (46.7 per cent) as being at least “somewhat engaged” with the University. Moving forward, alumni engagement scores will be monitored on an annual basis to assess progress against engagement targets and the effectiveness of new alumni programs.

Each year, the University invites alumni to campus to celebrate Homecoming week. Over 25 events are hosted over the week, touching faculties, sports teams and other alumni groups. Since 2014, the University has hosted over 130 class reunions, assisting groups to mark their milestone reunion year in a meaningful way, and has welcomed nearly 2,000 back to campus for this special alumni celebration.

2017 marks both the University of Manitoba’s 140th anniversary and Canada’s 150th birthday. To celebrate these milestones, the University of Manitoba hosted a special U of M 140/Canada 150 winter festival on February 28, 2017. This special event was attended by thousands of students, faculty and staff, retirees, alumni and community members. The year-long celebration is supported by a UM140 website, which is regularly updated to feature the University’s rich history; as of March 31, 2017, had received over 2,500 visitors.

The University launched the Visionary Conversations series in 2014. Since then, 65 researchers and community subject matter experts have presented at 19 different Visionary Conversations events. The public discussions, which have attracted an audience of nearly 3,000 since inception, have addressed many critical issues including: “What does an accessible Manitoba look like?”; “Reconciliation: What needs to happen next?”; and “Why do we allow poverty to exist in Canada?”

The Seniors’ Alumni Learning for Life Program was launched in 2015. This lecture series provides exclusive opportunities for seniors who are 60 and over to explore new ideas, hear from professors, researchers and fellow alumni who are innovators in their field and engage in lively discussion with others who share their love of learning. To date, all four series of these sessions have sold out. There have been 29 lectures in total, with topics such as “Hidden History — Do You Really Know Winnipeg?” and “Memory and Aging: What’s Normal, What’s Not?”

The University actively engages alumni to participate in student mentorship activities. These activities provide alumni with the opportunity to share their time and professional expertise with students and to provide career advice and guidance. Annual events include the Career Compass Program, the Health Sciences Career Roundtable, the Arts Roundtable, the Faculty of Science Roundtable, U1 Career Icebreaker, 25 Mentors in 25 Days, and the Graduate Students Roundtable. Recently, the University hosted the Post-Secondary Club Living Library, an event that brought together Indigenous alumni to share stories and empower students to make decisions about their futures.

c. Be an internationally engaged university with local relevance and global impact.

The University issues an average of nearly 150 media releases each year that result in stories appearing in a variety of publications across the world. Between December 2014 and March 2017, the following outlets reported on the University:

- The *New York Times* — five times;
- The *Washington Post* — 20 times;
- CBC's flagship news program, *The National* — 105 times, including a documentary showcasing the impact of NeuroBlate, a revolutionary medical technology developed by University of Manitoba alumni; and
- The *Globe and Mail* — 161 times.

The University has also developed the Communities Stories initiative to highlight the impact of student, faculty, staff and researcher-led projects locally and around the world. From anti-bullying programs in Winnipeg elementary schools led by Bison student athletes, to faculty members empowering women farmers in Nigeria, the people of the University are helping to make the world a better place one project at a time. To date, over 100 stories have been shared on the Community Stories network.

How-to videos showcasing University experts have been an extremely popular addition to the University's YouTube channel. Our short video tutorials on a variety of topics (including "How to tell the difference between ticks," "How to sing jazz," and "How to remove a wasp nest") have received over 2.5 million views from around the world.

The University engages extensively in international research collaborations, graduate student supervision, and committees reviewing grants. Partnerships exist across the globe including across North America, South America, Europe, Asia and Africa and have resulted publications of research in international refereed journals and international technology transfer events. More on this is covered under Priority 2.

d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.

In addition to the initiatives discussed in Priority 3, the University has conducted significant outreach to Indigenous communities through its social media and communications efforts. A new student position of Indigenous Social Media Coordinator has been added to run the @umindigenous Twitter account, conduct takeovers on other social media channels for specific Indigenous focused events, and share their perspectives as an Indigenous student at the University of Manitoba. In 2017, #UMindigenous doubled outreach and impressions over 2016 stats, and media relations efforts garnered significant print and broadcast coverage.

To promote Indigenous student self-declaration, the University conducted the #IDeclareIndigenous campaign on social media as well as *UM Today* stories and other strategic communications. The campaign encourages Indigenous student self-declaration, as well as promoting the new easy online method of self-declaration and the option to receive the new Indigenous Student Newsletter. This Newsletter has been launched to encourage Indigenous students to get the most from their University experience by sharing information on upcoming events, programs, resources, awards and employment opportunities which are specific to Métis, First Nation and Inuit students.

e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.

Planning for the use of the Southwood lands at the University is guided by the six main principles of the Visionary (re)Generation Master Plan for the Fort Garry campus. These principles aim position the campus to be:

- Connected, networking the campus and connecting to the city;
- A Destination, offering reasons to come and reasons to stay;
- Sustainable, functioning as a living lab;
- A Community built for density and designed for people;
- An example of Indigenous Design and Planning;
- Transformative in terms of research, learning, working, and living.

As part of the Visionary (re)Generation process, the Southwood lands were included in a collaborative planning process that incorporated input from a broad range of people. Numerous engagement events were held during that process, and a vision for the University's lands was discussed and developed. The Visionary (re)Generation planning process consisted of three phases of collaborative dialogue with stakeholders. The first "exploratory" phase focused on hearing input from stakeholders based on conceptual plans. Input was then incorporated into the creation of draft plan concepts. In the second "generative" phase, more detailed plan concepts were brought back to stakeholders for comment. This step was crucial in communicating feedback from the first phase, which helped shape the evolving design concepts. The third "evaluative" phase comprised sharing the final plan and communicating its content and purpose.

A variety of engagement methods were utilized throughout the Visionary (re)Generation planning process, including:

- Seven large-scale events, open houses, and community engagement fairs;
- 15 community conversations held with specific stakeholder groups;
- Five Neighbourhood Network meetings;
- Six meetings with the Planning Working Group;
- Three meetings with the Energy & Sustainability Performance Management Group;
- Two meetings with the Indigenous Advisory Committee;
- Seven meetings with the Indigenous subcommittee;
- Seven meetings with the Campus Planning & Design Committee;
- A final presentation to the Senate Planning & Priorities Committee;
- A final presentation to the University Senate; and
- A final presentation to the University Board of Governors.

These collaborative efforts and engagement events tested the Plan's directions and vision, informing its development.

f. Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.

The University hosts tours of our campuses' recreation, research, arts and music spaces for government representatives and community organizations in order to convey the importance of the University's role in the community. Some recent examples include:

- Hosting the Honourable Janice Filmon, Lieutenant Governor of Manitoba, Mayor Brian Bowman and The Honourable Kirsty Duncan, Minister of Science, at Migizii Agamik to discuss the University's leadership in Indigenous achievement;
- Conducting a tour of the Richardson Centre for Functional Foods and Nutraceuticals for the Honourable Bill Morneau, Minister of Finance, to demonstrate the impact of the University's agricultural research on the agricultural industry and in driving innovation and economic prosperity in Manitoba and Canada; and
- Hosting the Honourable Rochelle Squires, Minister of Sport, Culture and Heritage, and Sarah Guillemard, MLA, Fort Richmond for a tour of the Taché Arts Project and the Active Living Centre to highlight the University's role as a recreation and arts hub for the province, as well as a host site for national and international events.

The University offers a wide range of opportunities for community members to connect with our community. For example:

- The Winnipeg International Storytelling Festival, a citywide event organized by the Arthur V. Mauro Centre for Peace and Justice, hosts up to 10,000 individuals every year through performances, workshops, a school program and public events around the art of storytelling.
- Multiple lecture series, including the Seniors' Alumni Learning for Life Program, Visionary Conversations and the Robert and Elizabeth Knight Distinguished Visiting Lecture, invite community members to campus in order to engage in learning on a wide variety of subjects.
- Past Knight Distinguished Visitors include Senator Murray Sinclair, Chief Commissioner of the Truth and Reconciliation Commission, and Dr. Neil Degrasse Tyson, renowned astrophysicist and author.

The University's mobile application (app) and online campus maps were updated in 2016 to be more robust in delivering maps, transit and other campus content to the community. The app has been downloaded almost 35,000 times since December 2014 and has delivered nearly 1.5 million screen views. This app easily allows a visitor to know where they are on campus, and highlights key facilities and spaces, in addition to providing customized information including grades and schedules to students.

The University's annual Open House hosted more than 3,300 prospective students and parents in 2017. This one-day event, targeted to students in Grades 10 to 12, provides information on programs and services and opportunities for one-on-one meetings with staff, faculty members and current students. Prospective students have the opportunity to attend lectures and presentations, take a campus tour, and view the University's state-of-the-art athletic facilities. Other outreach activities for prospective students and their families include the University's presence at the Rotary and Brandon Career Symposiums and Head Start, a pre-orientation event for incoming students and parents attracting approximately 1,000 attendees each year.

The University is also proud to promote and support Jane's Walk, an international movement committed to bringing communities together through free, locally-organized walking tours. Organized by the Office of Sustainability and open to all community members, the 2017 event theme was **There to Now — Celebrating 140 Years of the University of Manitoba**.

Since 2014, registrations for the Mini U Program have grown by 21.4 per cent, reaching more than 15,000 annually. Through the Mini U Program, children have the opportunity to engage in leadership development, special interest programs such as robotics and architecture, and to improve their skills through various sport-focused programs. From September through June, Mini U's offerings include swimming programs, school programs and programs for homeschool children. Mini U has reached into the heart of our community and been recognized for its outreach in running special programs and events for victims of flood affected areas and newcomers to Canada (see Figure 5-4).

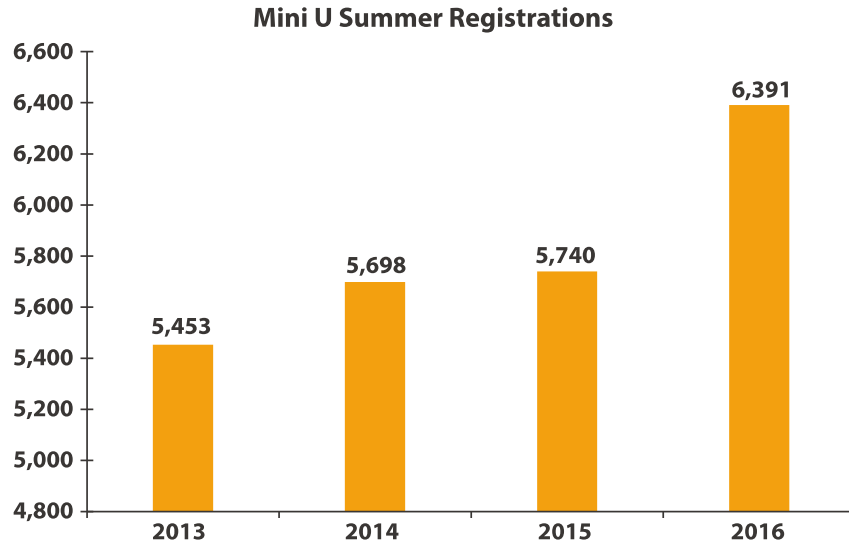


Figure 5-4 Mini U Summer Registrations

Source: Office of Vice-President (External)

The University offers community access to some of Manitoba’s best sport and recreation facilities. Since the opening of the state-of-the-art Active Living Centre in 2015, community memberships have increased by 37 per cent. The 100,000 square-foot Centre anchors the sport and recreation facilities on the southwest corner of the Fort Garry campus and boasts a bright glass exterior, open-concept space that houses an impressive inventory of cardio, free weight and resistance training options. Facility membership, recreation program options and sports leagues are offered to community members throughout the year (see Figure 5-5).

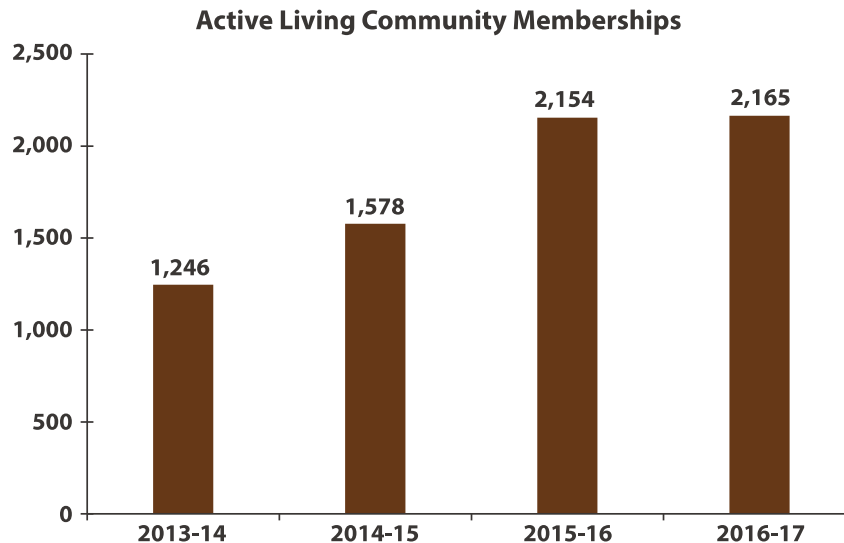


Figure 5-5 Active Living Community Memberships

Source: Office of Vice-President (External)

Among the elite university sport programs in Canada, Bison Sports hosts more than 80 home sport events each season, attracting over 30,000 sports fans to campus every year to cheer on the “herd.” To date, the University’s Bisons teams have won 42 national championships across 13 teams in nine different sports, with the most recent national victory by women’s volleyball team in 2014. Bisons student-athletes also make an impact beyond sports through the student-led University of Manitoba Athletic Council (UMAC). Student-athletes lead and participate in community outreach programs such as Bisons Against Bullying and Bison Book Buddies, and volunteer for various community programs including Siloam Mission.

The University’s creative and performing arts also play an active role building a culturally vibrant community on campus. This cultural hub brings together artists, musicians, and performers and audiences from the University community and the public who are engaged in these arts activities. The School of Art houses the third largest gallery space in Manitoba and presents 7-10 exhibits every year. Each exhibit is celebrated with an opening and guest lecture that provides an opportunity for deeper engagement with the artist.

The newly open John J. Conklin Theatre in Taché Hall is home to the Black Hole Theatre as well as other productions. Since its opening in 2016, this active theatre has presented 144 shows featuring more than 800 artists to an audience of nearly 8,000 people. Each year, the Desautels Faculty of Music hosts dozens of public performances. In 2016/17, the University welcomed audiences as large 2,000 with 20 performances by over 1,200 musicians.

g. Build a culture of advancement and philanthropy across the University community.

2017 marks the 30th anniversary of the University’s student endowment fee program. Since inception, students from 11 faculties, schools and colleges have contributed over \$50 million in support of their fellow students and student experience initiatives. Through this program, student leaders in participating units hold a vote for the student body within their faculty, school or college to determine a student endowment fee amount which is calculated on a per student, per term of study basis and which project(s) funds raised will support. Many choose to support projects within their faculty, school or college, but students have also chosen to support University-wide student services such as the Campus Food Bank. Student leaders are recognized for their work in promoting philanthropy to the student population at an annual reception, hosted by the President and Vice-Chancellor, where they are presented with a plaque of recognition to be displayed in their faculty, school or college.

Each year, the Faculty, Staff and Retirees Campaign encourages the University’s internal community to make philanthropic gifts to advance key projects and initiatives. Campaign ambassadors within participating faculties, schools, colleges and administrative units organize events and other initiatives to celebrate giving back to the University. Since December 2014, over \$4.5 million has been raised through the Faculty, Staff and Retirees Campaign.

The University has also partnered with the University of Manitoba Retirees’ Association (UMRA) to promote philanthropy to its membership. UMRA has established several student awards funded by gifts from its members and actively promoted within the large and active community of University retirees.

Each year, the University conducts activities in recognition of National Philanthropy Day, an international day of celebration that serves to recognize the impact of philanthropy in communities. This event provides a unique opportunity for the University to highlight the student awards and programs, space enhancements and research projects that have been supported by donors. Past activities include:

- A thank you booth invited students, faculty and staff to take a photo and write a personal message to donors, thanking them for their support of specific projects at the University;

- Gold tag day placed gift tags on the equipment, furniture and spaces made possible through donor support, providing a visual representation of donor impact to students, faculty, staff and other campus visitors; and
- Instagram challenges where followers locate specific spaces supported by donors and share their personal perspectives on the impact of that space on students.

The University has conducted many learning sessions for deans, directors and unit heads in to help build understanding of advancement and philanthropy. In order to prepare for the launch of the Front and Centre campaign, the Vice-President (External) and Associate Vice-President (External) hosted monthly meetings for deans where relevant topics in philanthropy were discussed and campaign updates were provided. Additionally, notable subject matter experts have been hosted on campus to conduct professional development sessions including Lorna Somers, Vice-President of McMaster University Foundation and Senior Campaign Director for the University, and Andy Shaindlin, Vice-President, GG&A.

h. Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support.

The University's Front and Centre campaign was publicly launched in October 2015 with an ambitious goal of raising \$500 million — the largest philanthropic campaign in Manitoba's history. The campaign identifies five priority areas for philanthropic investment:

- Indigenous Achievement
- Graduate Student Support
- Research Excellence
- Outstanding Student Experience
- Places and Spaces

The launch of the Front and Centre campaign took place at the halftime show of a Winnipeg Blue Bombers football game on the University's Homecoming weekend. The event, featured a number of dancers and performers, as well as remarks from Dr. Israel Idonije, Bison Football alumnus and Honorary Degree recipient. The event was recognized with the 2016 CCAE Prix d'Excellence Gold Award in the best development event category and 2017 CASE District VIII Silver Award in the best special event category.

As of March 31, 2017, the University raised \$430,804,377 towards the \$500 million campaign goal. The University has secured gifts from 27,483 donors to the Front and Centre campaign — 22,952 of which are alumni of the University. Since December 2014, the University has conducted 2,906 face-to-face meetings with over 1,500 potential donors and the Front and Centre website has received over 35,000 unique visitors. In addition, the University is in continued discussions with the Province of Manitoba regarding a \$150 million commitment to the Front and Centre campaign (see Figure 5-6).

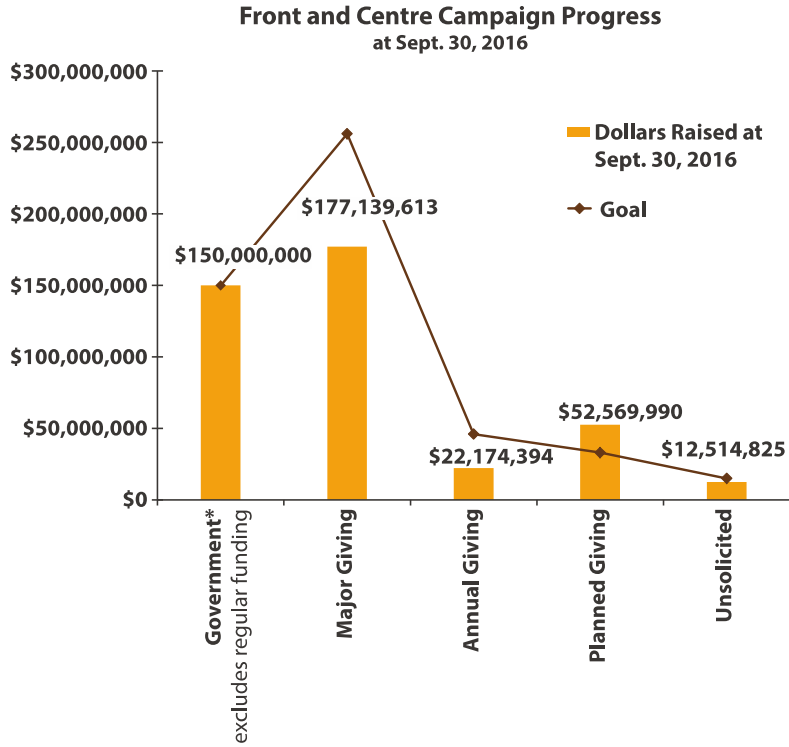


Figure 5-6 Front and Centre Campaign Progress at Sept.30, 2016

Source: Office of Vice-President (External)

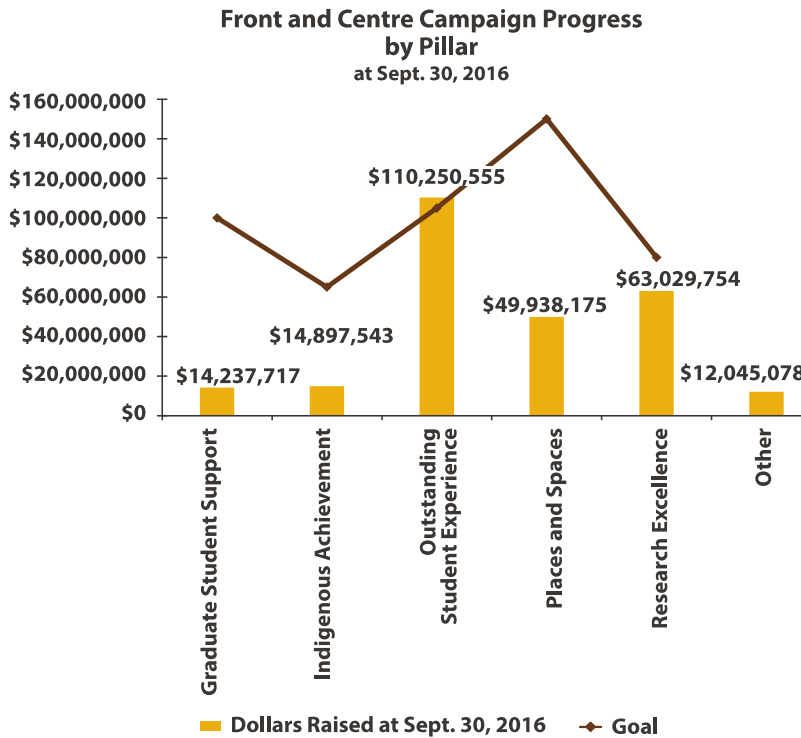


Figure 5-7 Front and Centre Campaign Progress by Pillar at Sept.30, 2016

Source: Office of Vice-President (External)

Figure 5-8 represents the goals and achievements to date on an annual basis and a cumulative basis. We are currently tracking ahead of the projections made by KCI in the feasibility study for the campaign.

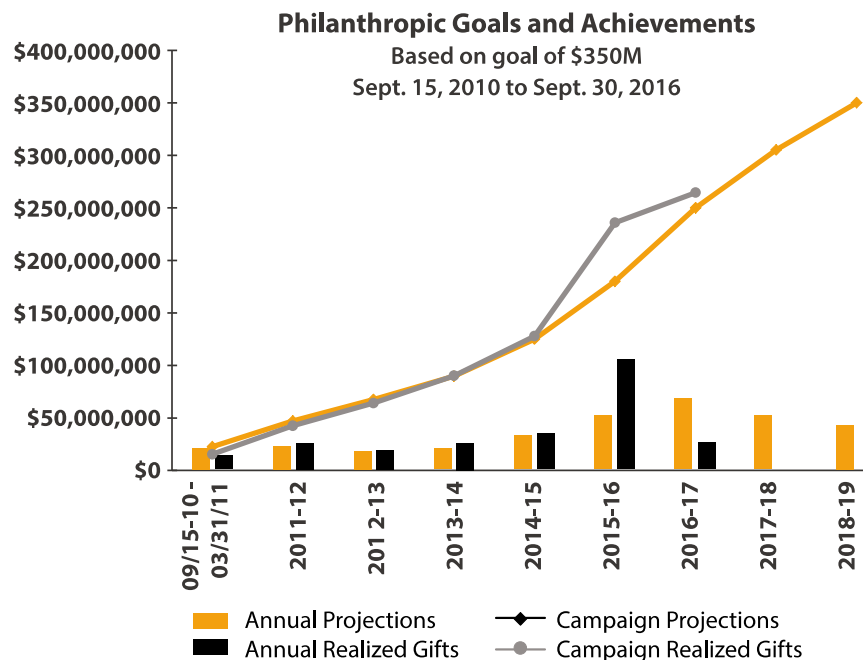


Figure 5-8 Philanthropic Goals and Achievements

Source: Office of Vice-President (External)

The funds raised for the Front and Centre campaign to date have been directed to projects across the entire University community, touching every faculty and key institutional priority. To date, funds raised through the Front and Centre campaign have resulted in:

- 568 student prizes, bursaries, scholarships and fellowships approved by Senate;
- 11 new endowed Research Chairs;
- Seven new endowed Professorships; and
- 29 new space constructions and existing space enhancements.

During the Front and Centre Campaign, 74 Funds and Programs were supported through gifts to the Indigenous Achievement Pillar totalling \$8,925,197.28. Other specific examples of the campaign’s support include:

- New construction and renovations across both campuses, including the new Active Living Centre, the Stanley Pauley Engineering Building, the Taché Arts Complex and Music Addition, UMSU University Centre, and many other spaces.
- A scholarship for LGBT students in the Faculty of Engineering to foster academic excellence among a group of students not usually considered part of the mainstream engineering community. This scholarship, supported by a gift \$30,000 gift from Jeff Kushner [B.A./1982, B.Sc.(M.E.)/1987] and his partner, Randall McGinnis, is the first of its kind in Canada and received national media coverage in the *Globe and Mail*.

- Investment to support classroom and laboratory upgrades across the University's campuses, from modernizing classrooms in the Tier Building to outfitting the Respiratory Therapy Laboratory with the latest in technology and equipment. The project, supported by a \$10-million donation from the Richardson Foundation, will positively impact thousands of students, faculty and researchers on both campuses.
- The University received the largest philanthropic gift in its history of \$30-million from Ernest Rady [B.Comm./1958, LL.B./1962, LL.D./2015] and Evelyn Rady [B.A./1960, B.S.W./1961, M.S.W./1967], through the Rady Family Foundation, to support the Faculty of Health Sciences. This transformative gift will support teaching, students, and research in the faculty, which has since been named the Rady Faculty of Health Sciences. This announcement event for this gift was recognized with the 2017 CCAE Prix d'Excellence Gold Award in the best development event category.
- The University of Manitoba Students' Union announced its gift of \$15.9 million on behalf of undergraduate students to support the revitalization of student spaces, increase childcare options on campus, double undergraduate research opportunity, and increase the number of scholarships and bursaries for Indigenous students.
- Gerry Price [B.Sc.(M.E.)/1970, M.Sc./1972, LL.D./2017], on behalf of the Price family and Price Industries, made a gift of \$1.25 million in support of the Faculty of Engineering. This investment will fund the construction of the new Engineering Innovation and Prototype Centre, provide entrance and undergraduate scholarships, and support ENGAP students, a program that provides students of Aboriginal ancestry with access to University leading to graduating with a Bachelor of Science Degree in Engineering.
- Richard Morantz [B.Comm.(Hons.)/1981] and Sheree Walder Morantz [B.A./1980, LL.B./1984] invested \$5 million to establish the Richard Morantz and Sheree Walder Morantz Chair in Business Ethics at the I.H. Asper School of Business. This significant gift will bolster the University's ability to provide all business graduates with a strong foundation in ethical decision-making.
- The Joyce Family Foundation made a gift of \$1 million to support the University's Youth-in-Care Tuition Grants, a program which provides youth who are either currently or who have been in care of Manitoba Child and Family Services the opportunity to access post-secondary education.
- Qualico made an investment of \$1 million to establish the Qualico Bridge to Success, a program designed to ease the transition of Indigenous students into post-secondary education at the University. The program will involve one-day summer camps before the start of the fall Term, Neechiwaken Indigenous Peer Mentor Program, social events and academic enhancements such as a learning cohort and tutoring.
- Great-West Life, Investors Group and Power Corporation of Canada invested \$12 million to establish the Institute for Leadership Development, a new teaching and research institute committed to developing leaders across all disciplines of study. \$2 million of this investment will come from personal contributions from past and current leaders among the three companies. In addition to the institute, this investment will also establish a Chair in Leadership Education, a Chair in Leadership Research, and the President's Student Leadership Program.
- Bell MTS has made a \$500,000 investment to establish the Bell MTS Innovations in Agriculture Program at the Faculty of Agricultural and Food Sciences. The program will provide students with the opportunity to develop projects using Internet of Things (IoT) technologies for agri-food and bio-resource applications.

VI. CONCLUSION

The University has made meaningful progress from January 2015 to March 2017 in all five of the strategic priorities articulated in *Taking Our Place*. Though a report of this kind cannot cover all of the work being undertaken, evaluating and reflecting upon the activities at this point can provide guidance for the remaining time leading up to 2020.

In assessing our progress to date, we can recognize our areas of success and areas in which additional time and resources may be needed to see further progress over the duration of the strategic plan.

This information will facilitate more focused engagement with the broader University community, Senate and the Board of Governors about *Taking Our Place* and promote discussion about future opportunities and directions for the University of Manitoba.

A final report will follow the conclusion of the plan in 2020.