

Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, February 5, 2014  
1:30 p.m.

## **A G E N D A**

### **I      CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – FEBRUARY 2014**

This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

### **II      MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

### **III     MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none**

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

- |    |  |         |
|----|--|---------|
| 1. | <b><u>Report of the Senate Committee on Awards<br/>[December 16, 2013]</u></b>                                   | Page 3  |
| 2. | <b><u>Annual Report of the University Discipline Committee</u></b>   | Page 6  |
| 3. | <b><u>Request for Suspension of Admissions in Ph.D. Program<br/>in Cancer Control</u></b>                        | Page 77 |
| 4. | <b><u>Report of the Implementation Working Group<br/>for the Cooper Commission Report [January 15, 2014]</u></b> | Page 80 |
| 5. | <b><u>In Memoriam: Dr. Jaroslav Rozumnyj</u></b>   | Page 82 |
| 6. | <b><u>In Memoriam: Dr. Reginald A. Litz</u></b>  | Page 83 |
| 7. | <b><u>In Memoriam: Dr. David Singer</u></b>  | Page 84 |

### **V        REPORT OF THE PRESIDENT**

- |    |   |         |
|----|---|---------|
| 1. | <b><u>President's Report [February 5, 2014]</u></b>                               | Page 85 |
| 2. | <b><u>University of Manitoba Research Metrics<br/>in the Canadian Context</u></b> |         |

### **VI      QUESTION PERIOD**

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

### **VII     CONSIDERATION OF THE MINUTES OF THE MEETING OF JANUARY 8, 2014**

VIII	<b><u>BUSINESS ARISING FROM THE MINUTES</u></b>	- none
IX	<b><u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u></b>	
	1. <b><u>Report of the Senate Executive Committee</u></b>	Page 97
	Comments of the Senate Executive Committee will accompany the report on which they are made.	
	2. <b><u>Report of the Senate Planning and Priorities Committee</u></b>	
	(a) The Chair will make an oral report of the Committee's activities.	
	(b) <b><u>RE: Proposal for Bannatyne Campus Master Plan</u></b>	Page 98
X	<b><u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u></b>	
	1. <b><u>Report of the Senate Committee on Appeals</u></b>	Page 125
	2. <b><u>Reports of the Senate Committee on Admissions</u></b>	
	(a) <b><u>RE: Proposal for an Adult Abuse Registry Check, Faculty of Dentistry</u></b>	Page 126
	(b) <b><u>RE: Proposal for University-Wide Tiebreaking Procedure for Admissions</u></b>	Page 127
	3. <b><u>Reports of the Senate Committee on University Research</u></b>	
	(a) <b><u>RE: Periodic Review of Research Centres and Institutes: Centre for Defence and Security Studies</u></b>	Page 129
	(b) <b><u>RE: Periodic Review of Research Centres and Institutes: Spinal Cord Research Centre</u></b>	Page 133
	4. <b><u>Report of the Senate Committee on Academic Dress</u></b>	Page 136
XI	<b><u>ADDITIONAL BUSINESS</u></b>	- none
XII	<b><u>ADJOURNMENT</u></b>	

*Please call regrets to 474-6892 or send to [shannon.coyston@umanitoba.ca](mailto:shannon.coyston@umanitoba.ca).*

## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

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

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

### **Observations**

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

### **Recommendations**

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

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

## **SENATE COMMITTEE ON AWARDS**

### **Appendix A December 16, 2013**

#### **1. NEW OFFERS**

##### **Dr. Alexander Gordon Memorial Scholarship in French Literature**

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

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

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

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

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

##### **Dr. Taras Yuri Snihurowycz Scholarship**

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

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

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

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

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

### **Youth in Care Tuition Grants**

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

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

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

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

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

## **2. AMENDMENTS**

### **Bernice D. Lough Psychology Graduate Award**

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

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

## **3. WITHDRAWALS**

### **William B. Malchy Graduate Fellowship**

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



UNIVERSITY  
OF MANITOBA

Office of the President

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January 3, 2014

**To:** Mr. Jeff Leclerc, University Secretary

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

**SUBJECT:** Annual Report of the University Discipline Committee

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Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2012 to August 31, 2013 which was submitted by Dr. Don Fuchs, Chair.

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

/hc



UNIVERSITY  
OF MANITOBA

## Office of the University Secretary

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December 1, 2013

Dr. David T. Barnard  
President  
University of Manitoba  
Room 200, Administration Building

Dear Dr. Barnard:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2012 to August 31, 2013. The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me by all disciplinary authorities. I wish to thank all those offices who responded quickly to my request for submissions.

The UDC has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Dishonesty" and the second addressing disciplinary matters which involve "Inappropriate Behaviour". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters. The graphs span a five-year period.

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

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

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

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

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

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

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

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

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

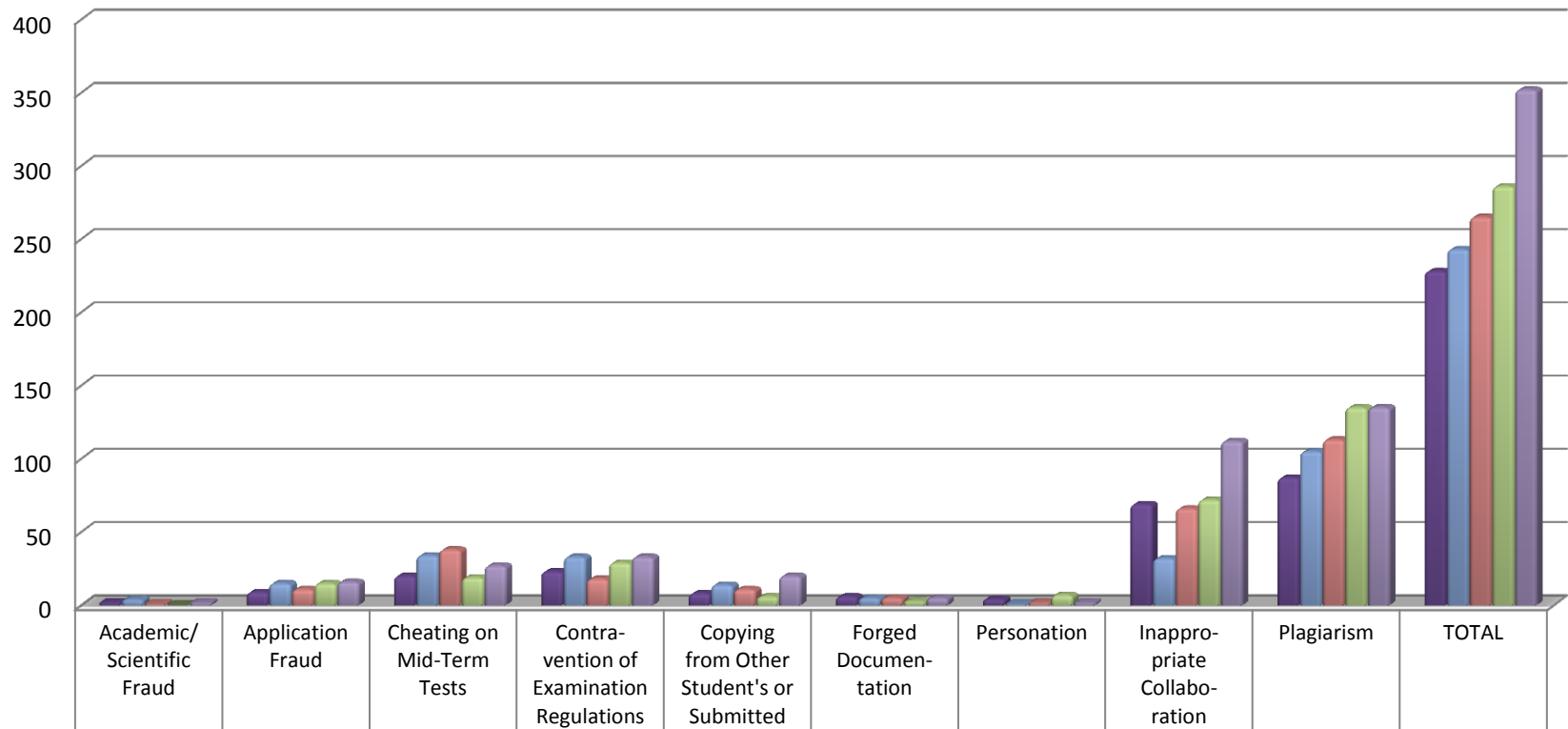
It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and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

Yours sincerely,



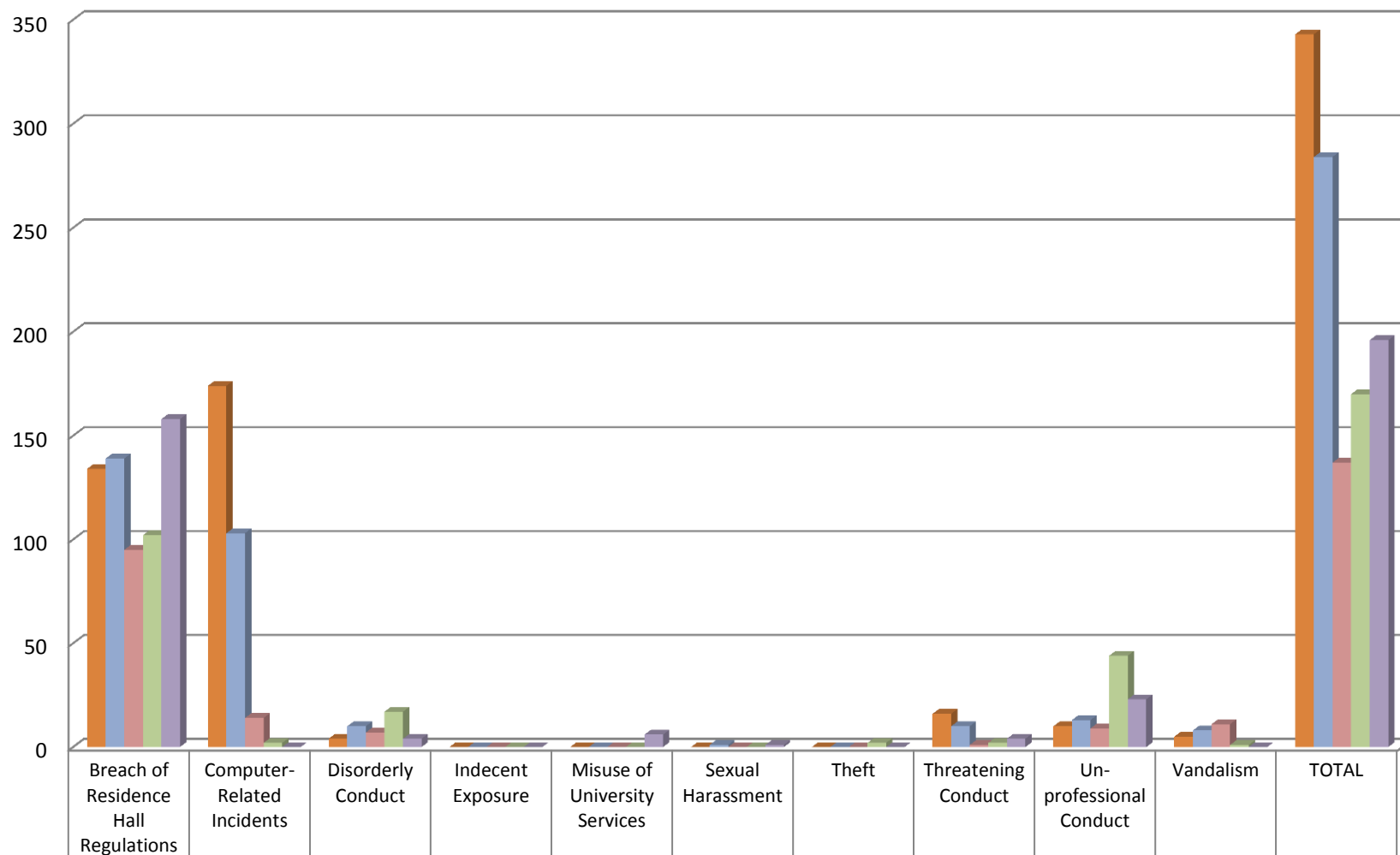
Dr. Don Fuchs, Chair  
University Discipline Committee

## Part 1 - Academic Dishonesty



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

## Part 2- Inappropriate Behaviour



2008-2009	134	174	4	0	0	0	0	16	10	5	343
2009-2010	139	103	10	0	0	1	0	10	13	8	284
2010-2011	95	14	7	0	0	0	0	1	9	11	137
2011-2012	102	2	17	0	0	0	2	2	44	1	170
2012-2013	158	0	4	0	6	1	0	4	23	0	196

# ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2012 to August 31, 2013

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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

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

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

ALC: Academic Learning Centre

# **Part 1, Academic Dishonesty**

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

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations  Continued	1  <b>Carried over from 2011-2012</b>	Cheating on final exam	Grade of "F-DISC" in course; "DISC" notation will remain for one year until August 31, 2013; suspended from courses taught by the Teaching Faculty and Faculty of Registration for one year	Associate Deans of both Faculties	When approached by instructor, student indicated that he/she needed to pass the course to graduate; when student informed report would be completed student did not finish exam; student signed report and left the room	None	Dual Local Discipline Committee	Appeal denied; original penalties upheld	Not sought	None
	1	Possession of crib notes in lab exam	"0" marks in lab exam; statement on transcript	Department Head	None	None	Not sought	None	Not sought	None
	1	Student found with electronic device with answers to the exam and a course assignment during final exam	Grade of "F" in course; statement on academic transcript "student charged with academic dishonesty" which may be appealed for removal after a period of one year and/or 24 credit hours of study; required to complete on-line student discipline tutorial and quiz	Associate Dean	Student admitted to wrong doing; expressed regret, shame and embarrassment and apologized	None	Not sought	None	Not sought	None

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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## Part 1, Academic Dishonesty

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

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**Part 1, Academic Dishonesty**

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

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## Part 1, Academic Dishonesty

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

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**Part 1, Academic Dishonesty**

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

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## Part 1, Academic Dishonesty

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

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

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## Part 1, Academic Dishonesty

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

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

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

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# Part 1, Academic Dishonesty

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

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

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

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ALC: Academic Learning Centre

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

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# Part 1, Academic Dishonesty

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

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## Part 1, Academic Dishonesty

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

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**Part 1, Academic Dishonesty**

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

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

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

ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

# **Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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

ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

## Part 1, Academic Dishonesty

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

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ALC: Academic Learning Centre

**Part 1, Academic Dishonesty**

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

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ALC: Academic Learning Centre

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

**Part 2, Inappropriate Behaviour**

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

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## Part 2, Inappropriate Behaviour

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

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## Part 2, Inappropriate Behaviour

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

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## Part 2, Inappropriate Behaviour

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

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**Part 2, Inappropriate Behaviour**

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

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## Part 2, Inappropriate Behaviour

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

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## Part 2, Inappropriate Behaviour

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

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## Part 2, Inappropriate Behaviour

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

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**Part 2, Inappropriate Behaviour**

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

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

## Part 2, Inappropriate Behaviour

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

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

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

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

## Part 2, Inappropriate Behaviour

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

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



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Office of the President

202 Administration Building  
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Telephone: (204) 474-9345  
Fax: (204) 261-1318

Date: December 17, 2013

To: Jeff Leclerc  
University Secretary

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

Re: Request for Suspension of Admissions in Ph.D. Program in Cancer Control

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I have received the attached request regarding the suspension of admissions in the Ph.D. program in Cancer Control. Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate. Prior to making a decision on this request, I would like to opportunity to present this matter to Senate for consultation.

Please place this item on the next agenda for the Senate Executive Committee and Senate.

cc. Dr. Joanne Keselman, Vice-President (Academic) and Provost  
Dr. David Collins, Vice-Provost (Academic Planning and Programs)  
Mr. Neil Marnoch, Registrar





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DEC 12 2013

OFFICE OF THE PRESIDENT

Office of the  
Vice-President (Academic) & Provost


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

Date: December 12, 2013

To: Dr. David Barnard, President and Vice-Chancellor

From: Dr. David Collins, Vice-Provost (Academic Planning and Programs)

Re: **Suspension of Admissions in the Doctor of Philosophy (Ph.D.) program in Cancer Control**



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Please find attached a recommendation from Dr. John Doering, Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies), to formally suspend admissions into the Doctor of Philosophy (Ph.D.) program in Cancer Control.

As you may be aware, when the Doctor of Philosophy (Ph.D.) program in Nursing was implemented in September 2012, it rendered the existing Ph.D. program in Cancer Control obsolete. Therefore, in accordance with the Enrolment Limitations Policy, I am requesting that you now formally suspend admissions to the Ph.D. program in Cancer Control.

At a later date, once students currently enrolled in the Cancer Control program have completed their studies, a recommendation to close the Ph.D. program in Cancer Control will be forwarded to the Senate Committee on Curriculum and Course Changes.

cc Joanne Keselman, Vice-President (Academic) and Provost  
Neil Marnoch, Registrar  
Jeff Leclerc, University Secretary



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## MEMORANDUM

**Date:** 11 December 2013

**To:** Dr. David Collins, Vice-Provost (Planning and Programs)  
**xc:** Dr. Bev O'Connell, Dean of Nursing

**From:** Dr. John (Jay) Doering, Vice-Provost (Graduate Education)  
& Dean (Faculty of Graduate Studies)

**Re:** Ph.D. program in Cancer Control - Discontinuation

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As you know, when the Ph.D. program in Nursing was conceived and ultimately implemented in 2011, it was with the understanding that the Ph.D. program in Cancer Control would be soon thereafter discontinued. As the Ph.D. program in Nursing is up and running and has successfully taken in two (2) cohorts of students, I believe it is time to suspend admission to the Ph.D. program in Cancer Control. I am requesting, in accordance with policy, that you consider this the formal request to suspend admission to the Ph.D. program in Cancer Control.

## **Report of the of the Implementation Working Group for the Cooper Commission Report**

### **Preamble**

1. The Implementation Working Group for the Cooper Commission Report (the "Working Group") was established by the Senate Executive Committee on May 2, 2012.
2. The terms of reference for the working group are:
  - a. to establish a detailed plan for the implementation of the Cooper Commission recommendations;
  - b. to delegate tasks and establish groups to develop the necessary policies, processes and activities to meet the recommendations;
  - c. to research and encourage the incorporation of work done at other similar institutions in the areas identified in the recommendations;
  - d. to provide bi-monthly reports to Senate Executive and Senate on the progress of implementation;
  - e. to propose timelines for the implementation of Cooper Commission recommendations.
3. The Committee has met since the spring of 2012 to facilitate the implementation of the recommendations in the Cooper Commission report.

### **Observations**

1. The Cooper Commission Report made two recommendations with respect to what the working group has grouped under the broad area of "Standards Identification":
  - a. that where academic programs are subject to external accreditation or approval, a document outlining essential skills and abilities be developed and submitted for approval by Senate; the content of this document should be congruent with the requirements outlined by the respective registering college or approval body (e.g., College of Registered Nurses of Manitoba; College of Physicians and Surgeons of Manitoba).
  - b. that Senate require each unit to identify and submit to Senate for approval written rationales for the *bona fide* academic requirements of its existing programs and of any newly developed programs.
2. The Working Group established a sub-committee to determine and make recommendations on how these recommendations might be implemented. The sub-committee, led by Dean Jeff Taylor, has drafted two documents, Developing *Bona Fide* Academic Requirements (BFARs) for Programs not Subject to External Accreditation and Developing *Bona Fide* Academic Requirements for Programs Subject to External Accreditation.
3. The document on Developing *Bona Fide* Academic Requirements for Programs Subject to External Accreditation, was approved by Senate October 2, 2013. In order to determine which programs will be required to develop essential skills and abilities documents, the Centre for Advancement

of Teaching and Learning (CATL) will be contacting departments that offer accredited programs to ask whether the regulating body expects that the program have such a document in place.

4. The document Developing *Bona Fide* Academic Requirements for Programs not Subject to External Accreditation was provided to Senate at its meeting on September 4, 2013 for discussion and comment. The CATL has hired one full-time (1.0) and one part-time (0.5) staff member to assist with pilots of the proposed processes for developing BFARs. A number of faculties and departments have volunteered to participate in the pilot project in the 2014 Winter term, including the Faculty of Engineering, the Faculty of Kinesiology and Recreation Management, and the Departments of Environment and Geography and Political Studies. The results of the pilot projects will inform the Working Group's final recommendation on an appropriate process, which would be brought forward to Senate for approval later this year.
5. The Cooper Commission Report made a number of recommendations with respect to what the working group has grouped under the broad area for implementation of "Policy Development". See recommendations d., e., and i. in the Report (Senate agenda, April 4, 2012). The final draft documents are in the final stages of review by the Working Group and will be brought forward to Senate for approval in due course, likely along side the recommendations referenced above:
  - (a) The University of Manitoba Accessibility Policy;
  - (b) Student Accessibility procedure;
  - (c) Student Accessibility Appeal procedure.

Respectfully submitted,

Ms. Brandy Usick and Mr. Jeff Leclerc, co-chairs  
Implementation Working Group

Working Group membership: Dr. Joanna Asadoorian, Ms Carolyn Christie, Dr. Archie Cooper, Mr. Greg Juliano, Ms. J. Kubas, Dr. Jeff Taylor, and Dr. Mark Torchia.

Jaroslav Rozumnyj, a distinguished academic and advocate for Slavic Studies died peacefully at home on December 9 at the age of 88. Jaroslav taught for over thirty years at the University of Manitoba and headed the Department of Slavic Studies in the years 1976-1989. He maintained close connections with other institutions. He taught at the Ukrainian Free University in Munich, where he served as Dean of the Faculty of Philosophy in 1995-96. In 1992 he became a member of the International Advisory Board of the Kyiv-Mohyla Academy National University, and was made an honorary professor of that institution in 1996. He also spent time as a visiting professor or research scholar at the Ukrainian Catholic University in Rome, the University of Ottawa, and Macquarie University in Sydney, Australia.

Professor Rozumnyj maintained scholarly interests in a number of fields, including modern Ukrainian poetry, early modern Ukrainian writing, the Ukrainian cultural experience in Canada, and postwar Ukrainian film. He was throughout his life an active reviewer, contributor to newspapers, and contributor to community life. This aspect of his life has been recognized through awards presented by the University of Manitoba, the Ukrainian Canadian Congress, and other community bodies.

Jaroslav was born in 1925 and grew up in the village of Vychilky (now Honcharivka) near Ternopil in Western Ukraine. The Second World War interrupted his secondary school education, which he was able to complete only after the war as a displaced person in Germany. He obtained a B.A. in philosophy and theology from the Ukrainian Catholic Seminary in Culemborg, Holland, in 1951 before moving to Canada, where he completed an M.A. and Ph.D. in Slavic Studies at the University of Ottawa. His wartime experiences and early training in philosophy and theology left their mark on his work and activism. Throughout his life he was vitally interested in historical and political issues.

At the University of Manitoba Professor Rozumnyj introduced and taught many courses in Ukrainian folklore and literature. In the 1970s and 1980s he organized poetry readings for many writers from Ukraine. These visits led to the establishment of links between our university and a number of writers and scholars in Ukraine. In the early 1990s Viacheslav Briukhovetsky visited our university. Upon returning to Ukraine, he revived the Kyiv-Mohyla Academy, the first university among the Eastern Slavs, and became the first president of the recreated institution. This is today the leading reform university in the country. Professor Rozumnyj helped gather support for it in Canada and other countries.

Professor Rozumnyj edited several volumes, including two collections of essays on Ukrainians in Canada, and is the author of scores of articles, many of them on poetry. He leaves unfinished one work, a collection of his writings on Taras Shevchenko. Jaroslav's contribution to scholarship and community life was a weighty one, and he will be much missed. He is survived by his wife Oksana, daughter Larysa, and sons Roman, Istan and Ruslan.

## **Dr. Reginald A. Litz**

Dr. Reginald A. Litz, received a BComm (Hons) and MBA from the University of Manitoba before earning a PhD in Strategic Planning and Policy from the University of Pittsburgh. Reg began teaching at the UM in 1995 and was Professor and the Stu Clark Chair in Entrepreneurship in the Asper School of Business. Reg tragically passed away from pancreatic cancer in December of 2013. He was 55 years old.

Dr. Litz, was a passionate and innovative teacher of small business, family business, entrepreneurship and ethics. His courses explored entrepreneurship from unique angles. His “Social Entrepreneurship” course, for example, focused on how entrepreneurial energy could make the world a better place.

Dr. Litz’s course design inspired students as much as his unforgettable teaching style. He was legendary for using unusual props in class – including games, toys and household objects – to spark discussion and bring complex concepts to life. In his hands a PlaySkool toy became a tool for “explaining how entrepreneurs envision new systems – how their challenge is to get all the parts working together. Sometime it works as planned; more often, not exactly as hoped.” His award-winning exercise “Kitty Hawk in the Classroom,” explored entrepreneurial creativity and teamwork by challenging students to create a paper aircraft.

Numerous awards from the U of M, the Asper School and the Canadian Council for Small Business & Entrepreneurship recognized his remarkable teaching talents. In 2006, the *Maclean’s* Guide to Universities listed Dr. Litz as one of the University of Manitoba’s most popular professors. He was also honoured at the most recent Academy of Management for his teaching excellence.

Dr. Litz’s academic research tackled novel and difficult problems in creative ways. In addition to his research on big box and hardware stores, he studied jazz musicians and mafia members. He made important contributions to the family business literature focusing on small incumbent strategy, family enterprise and business ethics, and was published in leading journals. He was working on new research on inherited ethical dilemmas right up to his death.

As a faculty member, Dr. Litz went above and beyond the call of duty to engage and enrich the lives of those around him. He worked tirelessly to bring acclaimed guest speakers to the Asper School, including Leon Leyson, who worked in Oskar Schindler’s factory during WWII, and Roger Boisjoly, the engineer who had warned of the 1986 disaster of NASA’s Space Shuttle Challenger. Dr. Litz launched the Asper Book Club for faculty to share books and ideas that made a difference in their life and thinking.

Most importantly to those who knew him, Reg was a good friend. He strove for the best for his students and his colleagues, and by his actions he encouraged everyone to become better people for having known him. He will be dearly missed. He is survived by his wife, Lois, and his two daughters, Sara and Rachel.

Dr. David Singer

It is with great sadness that the Faculty of Dentistry notifies all that Dr. David Singer passed away peacefully on January 4, 2014, with his family at his side.

A long-serving academic and architect of several major initiatives here at the institution, Dr. Singer joined the Faculty of Dentistry, University of Manitoba, in 1992. He served as the Department Head, Department of Dental Diagnostic and Surgical Sciences (DDSS), from 1992 to 1999, and as the Associate Dean (Academic), Faculty of Dentistry, from 1999 to 2002. He was also the Director of the Graduate Periodontics Program from 1992-2006. In 2007, he was named Senior Scholar in DDSS.

Following his retirement in 2006, Dr. Singer continued his involvement in the Faculty with the development of several major projects such as the creation of the Master of Science programme in Pediatric Dentistry, which was given the provisional accreditation in November, 2011.

Dr. Singer earned a string of awards and honours throughout his career including outstanding service awards from the University of Manitoba, Canadian Dental Association and the Canadian Academy of Periodontology. He would go on to earn fellowships in the Pierre Fouchard Academy and the International College of Dentists.

Prior to his appointment at the University of Manitoba, Dr. Singer served as the Director, Division of Periodontics (1984-1989) and the Associate Dean (Academic) from 1989 to 1992 at the College of Dentistry, University of Saskatchewan.

A funeral service was held on January 8, 2014 at Shaaray Zedek Synagogue in Winnipeg.

The Faculty of Dentistry, on behalf of the School of Dental Hygiene and our combined alumni communities, wish to offer most sincere condolences to the many friends and family of Dr. Singer.

## **PRESIDENT'S REPORT: February 5, 2014**

### **GENERAL**

In recent weeks, there have been a number of opportunities to connect with government representatives to discuss the University of Manitoba's contributions and priorities.

On November 7, 2013 I met with Greg Rickford, Minister of State (Science and Technology and FEDNOR) to discuss the University of Manitoba's strategic research priorities and the impact that our research is having both at home and abroad, as well as the University of Manitoba's submission (September 13, 2013) to Industry Canada on the Indirect Costs Program and the U15's proposal for an Advantage Canada Research Excellence (ACRE) Fund.

On November 18, 2013 Vice-President (Academic) and Provost Joanne Keselman and I, along with other University of Manitoba senior leaders, met with federal Deputy Minister of Aboriginal and Northern Affairs, Michael Wernick to discuss Freedom of Information and Protection of Privacy Act (FIPPA) requirements and the transfer of the archives to the University of Manitoba; staffing of the National Research Centre (NRC); and a mandate extension of the TRC. Following this meeting, DM Wernick delivered a presentation to Provost's Committee Council entitled "Universities Working with Indigenous People".

Also in November, Vice-President (External) John Kearsey, Director of Government & Community Engagement Tyler MacAfee and I met with Winnipeg Mayor, Sam Katz to further solidify the working relationship with the City of Winnipeg and formally thank the City for their cooperation on a number of large-scale community projects including their support for Visionary (re)Generation. This meeting also provided an opportunity for the University to share with the Mayor the status of some of the university's key community development projects such as the Southwood redevelopment project, Southwest rapid transit corridor, Bannatyne campus master plan, BBB stadium, and the Active Living Centre.

Dr. Digvir Jayas, Vice-President (Research and International); John Kearsey, Vice-President (External) and Tyler MacAfee, Director of Government and Community Engagement and I met with Leader of the Official Opposition, Brian Pallister to discuss the University of Manitoba's role as an economic driver in the Province; our strategic framework priorities; commercialization and research activities at the U of M with a focus on Transformational Partnerships and industry-university partnerships; and the percentage of U of M graduates who stay in the Province and how they contribute to the economic development and prosperity of the Province.

Vice-President (Administration) Paul Kochan and I met with the provincial Clerk of the Executive Council and the provincial Deputy Ministers of Finance, Health, Infrastructure and Transportation, Water Stewardship and Conservation, Local Government, Family Services and Agriculture, Farm and Rural Initiatives, and the Chair of COPSE on January 16 to share with them the University's experiences with the ROSE program and important lessons learned.

## ACADEMIC MATTERS

- Kevin Campbell, biological sciences, was appointed to the editorial boards of the Journal of Mammal Study and the Journal of Comparative Biochemistry and Physiology -- Part B: Biochemistry and Molecular Biology effective January 1, 2014.
- Cliff Eyland, school of art, will have installed in September, 2014 a new commission of his at the under-construction Halifax Central Library. He is also completing a commission for the new Edmonton Meadows Library to be installed in June, 2014.
- Mary Bertone, dental hygiene alumna, was named president of The Canadian Dental Hygienists Association (CDHA). Ms. Bertone becomes the tenth president of CDHA to come from Manitoba.
- Scott Cairns, chemistry alumna, is part of the Organization of the Prohibition of Chemical Weapons (OPCW) which received the Nobel Peace Prize. He is leading the OPCW's team of investigators in Syria to help dismantle the stockpile of weapons and to investigate the use of those weapons on civilians.
- Courtney Jordan, undergraduate agronomy student, was named this year's senior champion in the 28th Annual Canadian Young Speakers for Agriculture competition.
- Diana Carrier, Tiago Martins Araujo, Geoff Nagy, Joshua Jung and Chris Iverach-Brereton, computer science graduate students, were named numbers 3 to 7 of the top 100 most fascinating Manitobans by the Metro newspaper for their work with the SnoBots (humanoid robots). The robots, named Jimmy and Jeff, won the King's class at HuroCup at the Federation of International Robot-soccer Association this past summer.
- September 2013 marked the School of Dental Hygiene's 50th anniversary and alumni from throughout the school's history gathered to celebrate the occasion.
- More than 14,000 Winnipeg primary school system students participated in Computer Science's Education Week. This event is held across Canada and the United States to demystify programming and to promote participation of women and underrepresented groups in this field.
- The Faculty of Social Work welcomed the Legal Help Centre to the Inner City Social Work Program. The new Legal Help Clinic will be operational in January and be supported by students from both Law and Social Work.
- The Robert Houle Exhibition at the School of Art Gallery was selected as the top three picks of all Canadian exhibitions by the Senior Gallery Reviewer at Canadian Art.

## RESEARCH MATTERS

- The Women's Executive Network named three U of M professors Canada's Most Powerful Women Top 100 for 2013: Samia Barakat (Medicine), Joan Durrant (Family Social Sciences), Joanne Keselman, Vice-President (Academic) and Provost. These awards celebrate the professional achievements of strong female leaders across the country in the private, public and not-for-profit sectors. Durrant and Barakat won in the Glencore Trailblazers and Trendsetters category. Keselman won in the Public Sector Leaders category.

Through research and public education, Durrant is at the forefront of raising international awareness of the negative impact of physical punishment on children. Barakat's commitment to professionalism fostered a personal interest in professional boundaries. Keselman as the senior academic officer responsible for providing academic vision and leadership in all matters relating to students and academic staff, is also a professor of psychology, with expertise in applied statistical analysis. She has published extensively on such topics as the analysis of repeated measures designs, multiple comparison procedures, multivariate analysis and meta-analysis.

- Distinguished Professor Francis Plummer (Medical Microbiology), was awarded the 2013 Prix Galien Canada Research Award for his world-renowned research contribution to the diagnosis, prevention and treatment of sexually transmitted diseases (STDs). The Prix Galien is the most prestigious award in the field of Canadian pharmaceutical research and innovation. Referred to as the "Nobel Prize of pharmaceutical research", it recognizes the efforts and achievements of pharmaceutical research and development. Plummer, a 1976 MD alumnus, is the leader of the renowned Kenya AIDS Control Program, established by the Universities of Manitoba and Nairobi in 1980. The science emerging from this research has reduced the incidence of STDs, including AIDS, on a global scale. Plummer holds a Canada Research Chair in Resistance and Susceptibility to Infections.
- Canada Research Chair in Palliative Care and Distinguished Professor Harvey Max Chochinov (Psychiatry/Community Health Sciences/CancerCare Manitoba) recently had his research achievements noted as one of the top high-impact research stories of 2013 funded by the Canadian Cancer Society. Chochinov is director of the Manitoba Palliative Care Research Unit at CancerCare Manitoba. Chochinov was the first to study the issue of dignity in the terminally ill, which has resulted in a new model of care for patients. He also led a group of national palliative care leaders to create the Canadian Virtual Hospice, an internationally award-winning website that provides support, knowledge exchange, education and the innovative "Ask a Professional" feature for people with life-limiting illness and their caregivers.
- On November 29, 2013 Minister Shelly Glover on behalf of Minister of State Greg Rickford announced \$3.4 million in funding to five Canada Research Chairs at the University of Manitoba. Three are new chair holders: Annette Desmarais (Sociology) CRC in Human Rights, Social Justice and Food Sovereignty; Pourang Irani (Computer Science) CRC in Ubiquitous Analytics; and Nicole Rosen (Linguistics) CRC in Language Interaction. Michael Freund (Chemistry) CRC in Conducting Polymers and Electronic Materials had his Tier 2 chair advanced to a Tier 1 chair. Samar Safi-Harb (Physics and Astronomy), CRC in Supernova Remnants Astrophysics was renewed. There are currently 46 CRCs at the University of Manitoba.

- Global Entrepreneurship Week (GEW) was marked on November 21 with a celebration of U of M alumni, who have made it as successful entrepreneurs. The Office of the Vice-President (Research and International) in partnership with the Canadian Youth Business Foundation invited alumni Bryce North, Hillery Taylor, Nick Danzinger and Kris Luinenburg to take part in a panel discussion moderated by Stuart Henrickson (Director of the Stu Clark Centre for Entrepreneurship). The talk also included alumna Joelle Foster (Director of the Canadian Youth Business Foundation for Manitoba, Nunavut and Northwest Territories), who has mentored more than 300 Canadian businesses.
- The Office of International Relations welcomed five international delegations visiting the University of Manitoba:
  - From India: Pandit Deendayal Petroleum University
  - From the Ukraine: Kharkiv National University, Ukrainian Catholic University, Kyiv Mohyla Catholic University, Lviv Polytechnic National University, and Volodymyr Dahl East Ukrainian National University
  - From Germany: Hochschule Osnabruck University of Applied Sciences
  - From France: Universite de Bretagne
  - From Ghana: Mountcrest University
- Eight new international partnership agreements were signed:

<b>Partner Institution</b>	<b>Country</b>	<b>Agreement Type</b>	<b>UM Initiating Faculty</b>
Volodymyr Dahl University	Ukraine	MOU	Social Work
University of Costa Rica	Costa Rica	MOU	Science
Institute of High Performance, Computing and Networking	Italy	MOU	Science
Universidad de Concepcion	Chile	MOU	Extended Education
Leeds University	United Kingdom	SEA	I H Asper School of Business
DFATD Emerging Leaders in the Americas	Canada	Contribution Agreement	Office International Relations
University of Costa Rica	Costa Rica	Student Volunteer & Experiential Learning	Student Residence
Kyoto University of Foreign Studies	Japan	English Language and Intl Program	Extended Education

- Two researchers were awarded funding more than \$25,000 for international projects:

Partner Institution	Sponsor	Project Title	Funding
James Blanchard (Community Health Sciences)	UNAIDS (Joint United Nations Programme on HIV/AIDS)	Assessment of national program data use and limitations in key population monitoring and evaluation efforts (2013)	\$30,693
Pawan Singal (Physiology/Institute of Cardiovascular Sciences, St-Boniface Hospital Research)	DFAIT & CAPES	Brazil-Canada Research Linkages	\$54,000

- Thirty-three projects for 31 investigators were awarded for a total \$831,880.27. Those projects more than \$25,000 are:

Partner Institution	Sponsor	Project Title	Funding
Chakhmouradian, Anton (Geological Sciences)	Taseko Mines Limited	Mineralogical and geochemical variation in mineralized dolomite carbonatites from the aley carbonatite complex, Northern British Columbia	\$43,881
Entz, Martin (Plant Science)	USC Canada	Evaluating performance of organically-grown, farmer-selected wheat and oat genotypes	\$39,800
Ethans, Karen (Internal Medicine)	Kuwait Foundation for the Advancement of Sciences	Physical medicine & rehabilitation awareness among medical student, resident physicians and attending physicians	\$36,396
Hiebert-Murphy, Elizabeth (Social Work)	SSHRC	Power and relationship satisfaction in couples with a history of violence	\$57,870
Sinclair, John (Natural Resources Institute)	University of Saskatchewan	The role of communities in collaborative forest governance in Canada: Contributing theory and practice through comparative study	\$35,000
Stadnyk, Tricia (Civil Engineering)	Manitoba Hydro	Development of a stable water isotope monitoring network (Phase II and III)	\$109,900

- Eighty health research projects for 64 investigators received funding totaling \$9,764,136.10. Those projects more than \$25,000 are:

Partner Institution	Sponsor	Project Title	Funding
Anderson, Christopher (Pharmacology and Therapeutics)	Health Sciences Centre	Neuroscience research program - HSC postdoctoral fellowship	\$105,453
Anderson, Christopher (Pharmacology and Therapeutics)	Manitoba Health Research Council	Cerebrovascular effects of endothelial NMDA receptors via eNOS-related pathway	\$36,750
Becker, Marissa (Community Health Sciences)	CIHR	Estimating female sex workers' early HIV risk and the implications for HIV epidemic control: A multi-country observational and mathematical modeling study	\$337,568
Bernstein, Charles (Internal Medicine)	CIHR	Understanding patients' disease experience: A guide to disease management in IBD	\$519,901
Blanchard, James (Community Health Sciences)	CIHR	Developing a conceptual framework to capture complexity and the impact of risk environments on HIV-related risk behaviours in two marginalized populations	\$70,000
Blanchard, James (Community Health Sciences)	CIHR	HIV epidemic diversity among high risk populations in Pakistan	\$105,000
Bolton, James (Psychology)	CIHR	A longitudinal study of risk factors, correlates, course and treatment outcomes of adults who engage in non-suicidal self-injury	\$105,000
Chipperfield, Judith (Psychology)	CIHR	Psychosocial predictors of health and survival in late life	\$256,758
Coombs, Kevin (Medical Microbiology)	Manitoba Health Research Council	Functional changes in host cell regulatory pathways induced by reovirus infection	\$100,000
Coombs, Kevin (Medical Microbiology)	CIHR	Functional changes in host cell regulatory pathways induced by reovirus infection	\$100,000

Dakshinamurti, Shyamala (Pediatrics and Child Health)	CIHR	Regulation of adenylyl cyclase signalling in pulmonary artery and right ventricle in persistent pulmonary hypertension of the newborn	\$100,000
Dakshinamurti, Shyamala (Pediatrics and Child Health)	Manitoba Health Research Council	Regulation of adenylyl cyclase signalling in pulmonary artery and right ventricle in persistent pulmonary hypertension of the newborn	\$100,000
Dixon, Ian (Physiology)	Heart and Stroke Foundation of Canada	Ski and scleraxis form a negative feedback loop in regulation of cardiac myofibroblast function	\$307,765
Jackson, Michael F. (Pharmacology and Therapeutics)	CIHR	Endoplasmic reticulum stress, Ca <sup>2+</sup> permeation pathways and neuronal death	\$735,200
Jackson, Michael F. (Pharmacology and Therapeutics)	CIHR	Cascades of non-selective cation channels that mediate cell signaling or cell death in the hippocampus	\$279,015
Kauppinen, Tiina (Pharmacology and Therapeutics)	Alzheimer Society of Canada	The role of PARP-1 as a modulator of microglial functions in Alzheimer's disease	\$149,600
Keijzer, Richard (Surgery)	Manitoba Health Research Council	Control of lung cell determination and branching morphogenesis by miR-200b	\$161,200
Kirshenbaum, Lorrie (Physiology)	CIHR	Molecular determinants of cell death in the heart	\$711,050
Lavoie, Josee (Community Health Sciences)	CIHR	Supporting meaningful international indigenous health services research partnerships	\$25,000
Luo, Ma (Medical Microbiology)	CIHR	A HIV vaccine targeting protease cleavage sites	\$100,000
Marrie, Ruth (Internal Medicine)	National Multiple Sclerosis Society	International advisory committee on clinical trials in MS - MS comorbidities steering group - Pilot: Multiple Sclerosis comorbidities Project	\$66,048
McGavock, Jonathan (Pediatrics and Child Health)	CIHR	Vigorous physical activity for glycaemic control in type 1 diabetes	\$131,250

McGavock, Jonathan (Pediatrics and Child Health)	CIHR	Aboriginal youth mentorship program for increasing physical activity in rural and remote aboriginal communities	\$455,312
McGavock, Jonathan (Pediatrics and Child Health)	CIHR	What role does resilience play in the successful prevention of obesity in youth?	\$25,000
McPherson, Jack (John) (Surgery)	CIHR	miR-200b regulates prenatal lung development by determining epithelial or fibroblast cell fate	\$300,000
Medved, Maria (Psychology)	CIHR	Of health and home: Mixed methods outcomes of a housing first intervention for homeless adults who utilize volatile solvents	\$108,000
Minuk, Gerald (Internal Medicine)	Canadian Liver Foundation	Cancer stem cells and hepatocellular carcinoma: A novel approach to identifying potentially curative therapy	\$285,000
Moola, Fiona (Kinesiology and Recreation Management)	Manitoba Health Research Council	CF Chatters - The feasibility of a parent mediated behavioural counselling program for children and youth with cystic fibrosis	\$98,555
Moses, Stephen (Community Health Sciences)	CIHR	The epidemiology of resilience following child maltreatment exposure: An examination of protective factors across the lifespan	\$300,000
Passmore, Steven (School of Medical Rehabilitation)	Manitoba Health Research Council	An exploration of spinal manipulation dosage	\$82,965
Pierce, Grant (Physiology)	CIHR	Regulation of nuclear protein import in cardiovascular disease states	\$537,075
Pierce, Grant (Physiology)	Manitoba Health Research Council	Regulation of nuclear protein import in cardiovascular disease states	\$25,000
Pierce, Grant (Physiology)	CIHR	Regulation of nuclear protein import in cardiovascular disease states	\$25,000
Rastegar, Mojgan (Biochemistry and Medical Genetics)	CIHR	Investigating the cell type-specific regulatory role of ethanol on MeCP2 expression	\$100,000

Russell, Kelly (Pediatrics and Child Health)	Manitoba Health Research Council	Understanding youths' attitudes and practices with regard to high-risk behaviors while skiing and snowboarding	\$60,000
Russell, Kelly (Pediatrics and Child Health)	CIHR	Understanding youths' attitudes and practices with regard to high-risk behaviors while skiing and snowboarding	\$60,000
Schultz, Annette (Nursing)	CIHR	Diversifying our ways of knowing cardiovascular health among first nations people in Manitoba; cross-sectional collaboration for advancing the base of evidence	\$25,000
Sellers, Elizabeth (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Corneal confocal microscopy: A novel, non-invasive methodology for the detection of early neuropathy in youth with type 2 diabetes mellitus	\$39,437
Shooshtari, Shahin (Family Social Sciences)	CIHR	Comprehensive health assessments for adults with intellectual disability (ID) in Manitoba: A feasibility study	\$40,000
Simard, Louise (Biochemistry and Medical Genetics)	Children's Hospital Foundation of Manitoba Inc.	Identification of the genetic basis of rare motor neuropathies by next generation sequencing (NGSforHMN)	\$37,720
Singal, Pawan (Physiology)	Manitoba Health Research Council	Innate signaling in the role of interleukin-10 in heart health and repair	\$100,000
Singal, Pawan (Physiology)	CIHR	Innate signaling in the role of interleukin-10 in heart health and repair	\$100,000
Virues Ortega, Francisco (Psychology)	CIHR	Effective psychosocial interventions for autism: Synthesis and knowledge translation	\$45,090
Walker, John (Community Health Sciences)	CIHR	Assessing the global patient experience in inflammatory bowel disease: Understanding fluctuations in symptoms, stress, mood and daily functioning	\$90,000
Yang, Xi (Immunology)	CIHR	Linkage between innate and adaptive immunity in chlamydial infection	\$100,000

Yang, Xi (Immunology)	CIHR	Linkage between innate and adaptive immunity in chlamydial lung infection	\$767,307
Yao, Xiao-Jian (Medical Microbiology)	CIHR	Contribution of dynein light chain-1 for efficient HIV-1 reverse transcription and the underlying molecular mechanisms	\$100,000
Yao, Xiao-Jian (Medical Microbiology)	Manitoba Health Research Council	Contribution of dynein light chain-1 for efficient HIV-1 reverse transcription and the underlying molecular mechanisms	\$51,001
Yao, Xiao-Jian (Medical Microbiology)	CIHR	Contribution of dynein light chain-1 for efficient HIV-1 reverse transcription and the underlying molecular mechanisms	\$51,001

## ADMINISTRATIVE MATTERS

- AESES-UMSS collective bargaining - successfully negotiated the inclusion of UMSS members as Security Guards in the main AESES unit, effective January 1, 2014. All current UMSS members accepted offers of new positions as Security Guards. The Letter of Understanding provides for a new salary schedule with lower wages; guards whose current salaries are above the new max will be “red circled” until wages catch up with their current rates.
- Campus Master Plan - the Legal Structure Proposal for the development of University lands pursuant to the functional use identified during the Campus Master Planning process has been approved by the Board of Governors and we are proceeding to draft the Trust Agreement and other documents.
- Canadian Anti-Spam Legislation (CASL): in December 2013, the Canadian Government released the final version of the legislation and set a coming into force date of July 1, 2014. In general, the Act will prohibit the sending of electronic messages that have commercial character unless the sender has obtained prior consent. Fortunately, the final version of CASL has an exemption for registered charities which will alleviate its impact on donor relations. However, the legislation will impact other activities, including student recruitment. Impacted offices are beginning to plan to ensure compliance.

## EXTERNAL MATTERS

- The Marketing Communications Office worked with Alumni on the “Top Stories of 2013” e-news communication that was sent to alumni on December 28. This was the most opened alumni e-newsletter of the year with over 23,000 recipients opening the email. This is a 36% increase on the average open rate for the previous monthly e-news in 2013. The UMToday site had a resulting spike in hits with traffic on December 28 doubling the usual traffic for the rest of the month.

- The Marketing Communications Office worked with Annual Giving on its annual holiday solicitation email to current donors. This year a video approach was adopted for the first time featuring one bursary recipient's story and described an opportunity for donor's gifts to be matched 1:1 by the Manitoba Scholarship and Bursary Initiative. The email was first deployed on December 7th and again on December 20th. Early results indicate over \$82,000 has been raised from 152 gifts. These results exceed the previous 5 years results combined.
- As of December 31, 2013 the university has raised \$17,025,183.14 in this fiscal year. Significant gifts and activities include:
  - Dr. Douglas MacEwan made a gift of stock valued at \$200,301.14 for the Douglas and Elizabeth MacEwan Bursary
  - The Manitoba Pharmaceutical Association made a gift of \$145,000 to the Manitoba Pharmaceutical Association Fund.
  - \$100,400 has been received from the estate of Irene Lewis to be directed to the Dr. Roman (Roy) Bilous Scholarship
  - A donation of \$100,000 was received from Mrs. Rae Grant in support of the Wallace Grant Bursary in Medicine.
  - A gift of \$100,000 from Marcel A. Desautels towards the Dr. Emőke J.E. Szathmáry Graduate Scholarship in Music.
  - The Guelph Food and Technology Centre has made a pledge of \$100,000 in support of the GFTC Legacy Fund Undergraduate Entrance Scholarships in Food Science and Human Nutritional Science and the GFTC Legacy Fund Student Work Experience Program in the food production and processing industries.
- Dr. Keith Simons was the first recipient of the Leslie F. Buggey Professorship in Pharmacy. Leslie F. Buggey's daughter, Dr. JoAnne Buggey was present at the Pharmacy Graduate Award Ceremony on December 5, 2013. She also attended a luncheon celebrating the inaugural professorship with the Dean of Pharmacy on December 6th.
- Our second Visionary Conversation of the 2013-14 season was held on Wednesday, October 30, 2013 at the Frederic Gaspard Theatre, Basic Medical Sciences Building, Bannatyne Campus with approximately 130 attendees. The title of the discussion was "Sticks and Stones: Are We A Society of Bullies" and the featured panelists were Dr. Sandy Hershcovis, Associate Professor & Head, Business Administration, Asper School of Business; Dr. Donn Short, Assistant Professor, Faculty of Law; and Mr. Ron Weston, Chief Superintendent, St. James-Assiniboia School Division (Alumnus). This event was also attended by our media partner CBC Radio.
- The third Visionary Conversation was held on Wednesday, December 11, 2013 at St. John's College on the Fort Garry Campus. The title of the conversation was "Freedom from Religion: Is Government Going too Far in the Secularization of Society?" and the featured panelists were Dr. Steve Lecce, Associate Professor and Departmental Head, Department of Political Studies, Faculty of Arts and Associate Director, Law and Politics, Centre for Professional and Applied Ethics; Karen Busby, Professor, Faculty of Law and Academic Director of the University of Manitoba Centre for Human Rights Research Initiative; and David Matas, human rights lawyer and senior council of B'Nai Brith (Alumnus). This was the first deployment of our supporting website "After the Conversation" which includes quotes from our panelists and suggested links to articles and videos related to the topic as well as a recording of the Visionary Conversations discussion.

- Alumni events were held November 29 in Hong Kong, December 2 in Singapore, and December 3 in Kuala Lumpur. This was the first time an alumni event has been held in Singapore. Approximately 180 alumni in total attended these events.
- The winter issue of *On Manitoba*, with a feature article on concussions in contact sports, was sent to approximately 117,000 alumni.
- An Alumni e-newsletter was sent out in December that highlighted the top University of Manitoba stories of 2013. The e-newsletter was sent to approximately 50,000 alumni.
- Nominations closed on December 6, 2013 for new Distinguished Alumni Awards (University of Manitoba Alumni Community Leadership Award, University of Manitoba Alumni Professional Achievement Award, University of Manitoba Alumni Service Award, University of Manitoba Young Alumni Award, Distinguished Alumni Award). The Awards recognize University of Manitoba alumni who have achieved outstanding accomplishments in their professional and personal lives, and who have been an inspiration to fellow alumni, current students, and the community. There was a very strong response to the call for nominations.
- The University of Manitoba Celebration of Excellence will be held May 1, 2014 at the Winnipeg Art Gallery to celebrate the award recipients.
- The University of Manitoba Board of Governors has three positions which are elected through a process managed by the Alumni Association Inc. Each year, one of those positions is open for election. Nominations this year close February 7, 2014. The election is outlined in the University Act, Province of Manitoba. For more information please visit <http://umanitoba.ca/people/alumni/governance/governors.html>

January 22, 2014

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

### **Preamble**

The Executive Committee of Senate held its regular monthly meeting on the above date.

### **Observations**

#### **1. Speaker for the Executive Committee of Senate**

Professor Joanna Asadoorian will be the Speaker for the Executive Committee for the February meeting of Senate.

#### **2. Comments of the Executive Committee of Senate**

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. David Barnard, Chair  
Senate Executive Committee  
Terms of Reference:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/477.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

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

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### **Preamble:**

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

### **Observations:**

1. The planning process for the Bannatyne Campus Master Plan was initiated in June 2012 through the Office of the Vice-President (Administration), with the creation of Bannatyne Campus Master Plan Steering Committee. Membership of the Steering Committee included the Associate Vice-President (Administration), the Deans of the Faculties of Dentistry, Medicine, Nursing, and Pharmacy, the Director of the School of Medical Rehabilitation, the Chair of SPPC, and the Vice-President and CEO of the Health Sciences Centre Winnipeg.
2. The vision for the proposed Bannatyne Campus Master Plan, as set out in the proposal dated November 7, 2013, is:  
... for a dense, vibrant, sustainable, and urban live/work/learn/play campus community that emphasizes health, active living, and safety for its students and staff, and also for the broader community. The campus will foster a strong sense of place, encouraging connections within it, and with the surrounding neighbourhood. Its buildings will adhere to principles of universal design and will be accessible to people of all ages, abilities, and stages of life. The campus will be a place that maximizes cross-disciplinary sharing of resources and supports interprofessional education.
3. The various rationale for undertaking the campus planning process include the need to plan for the possible relocation of the Faculty of Nursing to the Bannatyne Campus and for interprofessional education, to address a lack of amenities and services on the campus, to establish a greater sense of place and campus identity, and to further develop relationships between the campus and the surrounding community.
4. The main principles of the plan reflect the rationale set out above as well as themes identified by faculty, students, staff, and other stakeholders through an extensive engagement process. The main principles include: (i) character - recognizing the distinctly urban environment of the Bannatyne Campus; (ii) healthy living - consistent with the campus's status as a health sciences campus; (iii) connectivity - with respect

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

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

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

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

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

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

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

**Recommendation:**

The Senate Planning and Priorities Committee recommends:

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

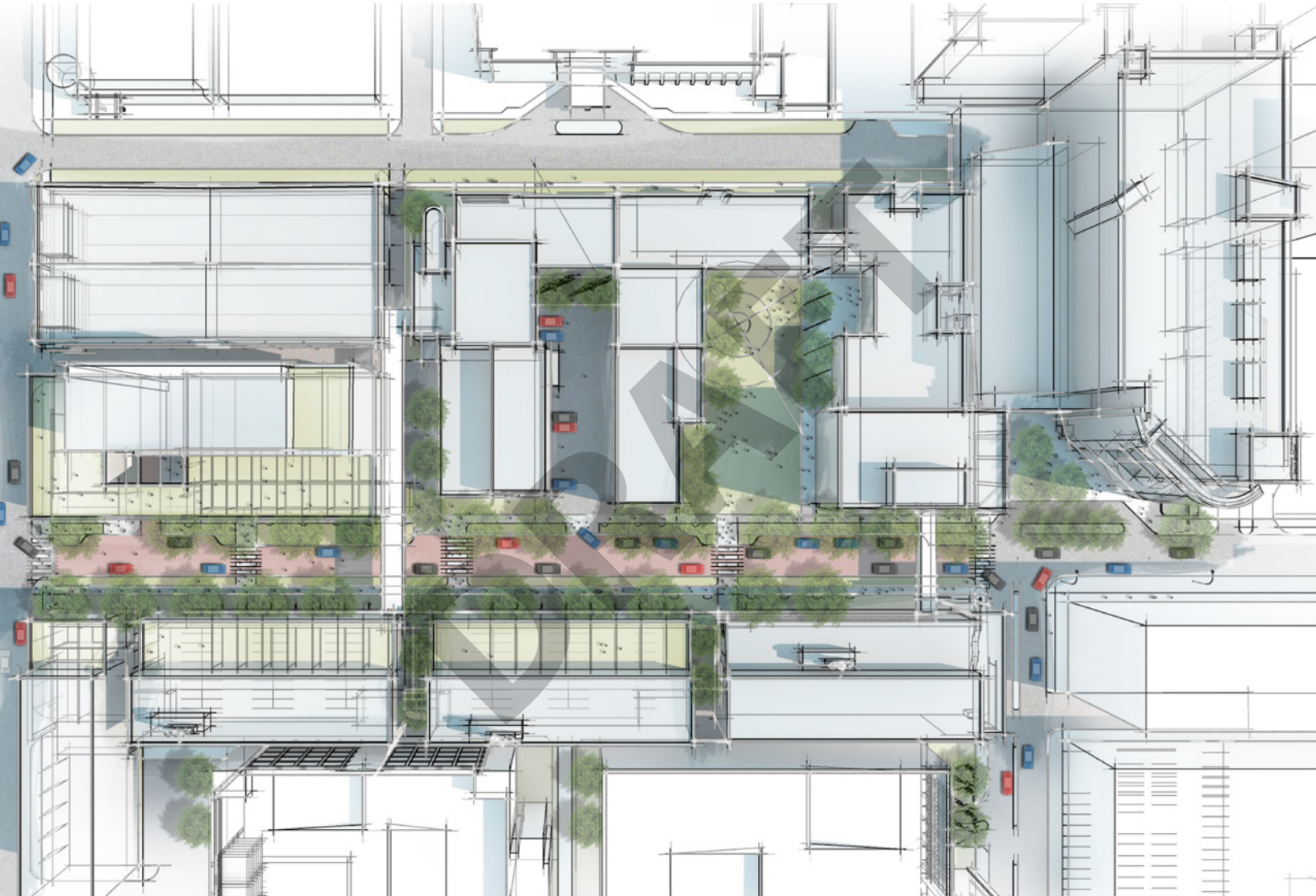
Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

the University of Manitoba  
**BANNATYNE CAMPUS MASTER PLAN**



**UNIVERSITY  
OF MANITOBA**

Cibinel Architects Ltd

November 7, 2013



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

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

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

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

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

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- Campus Master Plan by Floor Level

SUPPORTING DOCUMENTS

- Existing Campus by Floor Level
- Student Housing Market and Demand Analysis Report
- Bannatyne Campus Master Plan Community Engagement Report
- Bannatyne Space Plan Reports

# 1. BACKGROUND

## Plan Overview

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

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

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

This document provides an overall vision and framework to

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

## Engagement and Planning Process

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

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

### First Phase

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

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

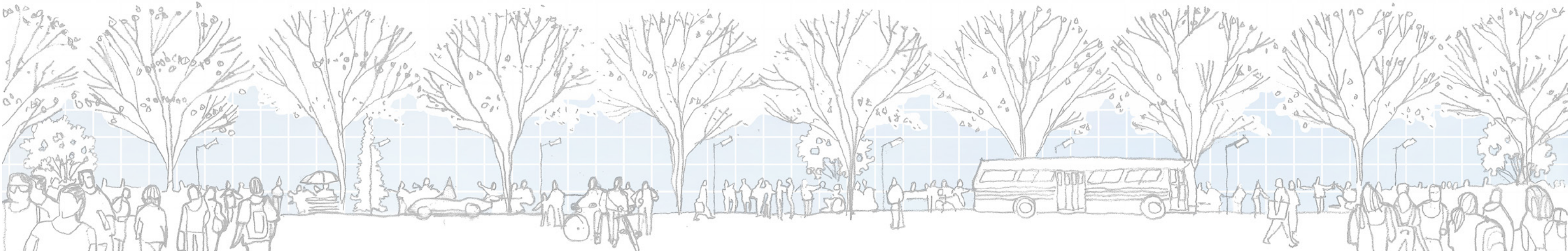
### Second Phase

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

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

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

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





3 Medical College Building, constructed in 1921  
770 Bannatyne Avenue, (currently Pathology Building), University of Manitoba

## Historical Context

### *Beginnings and Early Development: 1883-1917*

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

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

### *Expansion: 1950s-1970s*

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

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

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

### *Recent Developments*

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

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



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

## U of M Planning Context

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

### *Campus Planning*

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

### *Strategic Planning Framework*

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

### *Academic Structure Initiative*

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

### *Space Planning*

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

2. EXISTING CONTEXT



CAMPUS BUILDINGS

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

CAMPUS PARKING

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

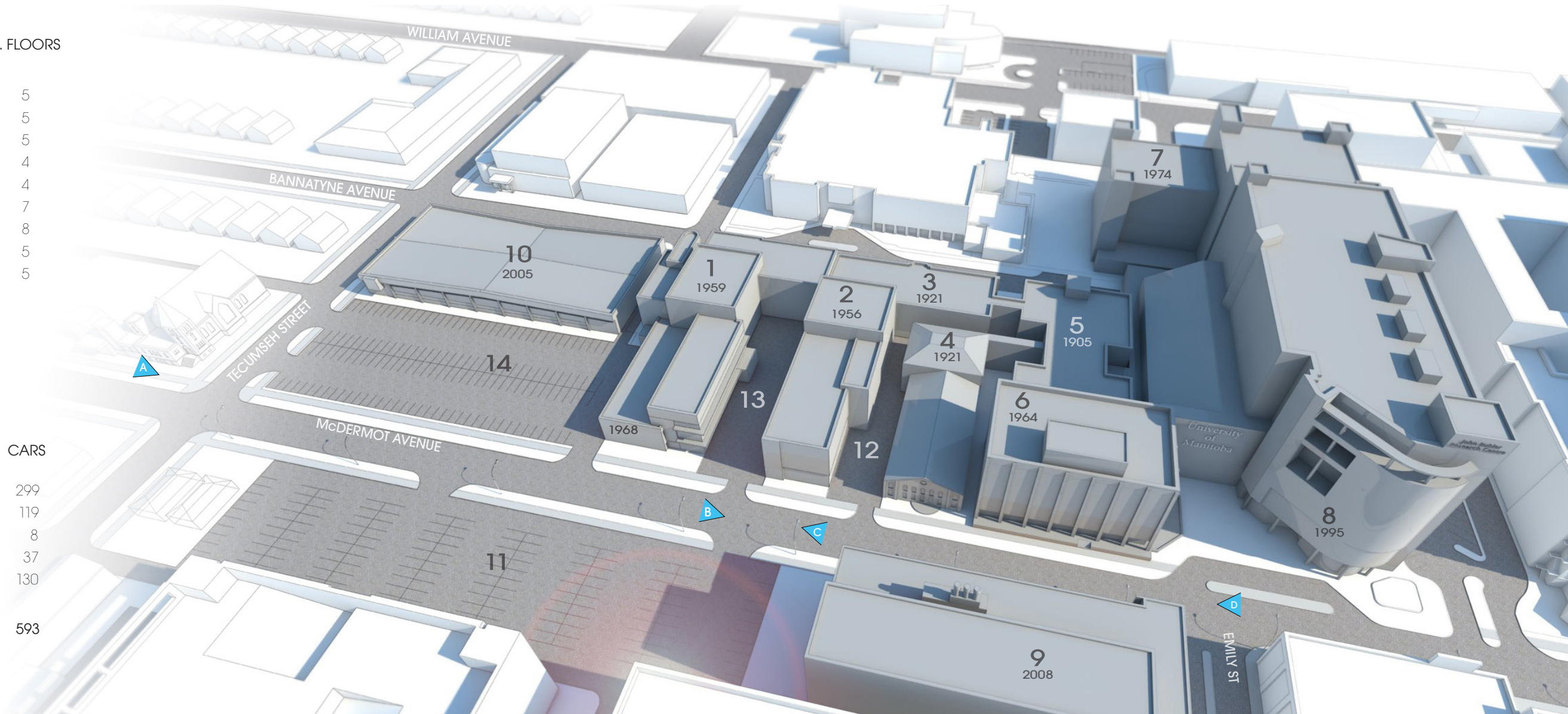


Diagram 1 – Existing Campus Overview

2. EXISTING CONTEXT (continued)

University of Manitoba Bannatyne Campus

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

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

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

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

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

LEGEND

UM Property Line

Existing Buildings

Circulation/Public Space

Tunnel System

Purified Water

Express Bus to Ft. Garry Campus

Bus Stop

Steam & Chilled Water

Information Technology

Emergency Code Blue Telephone

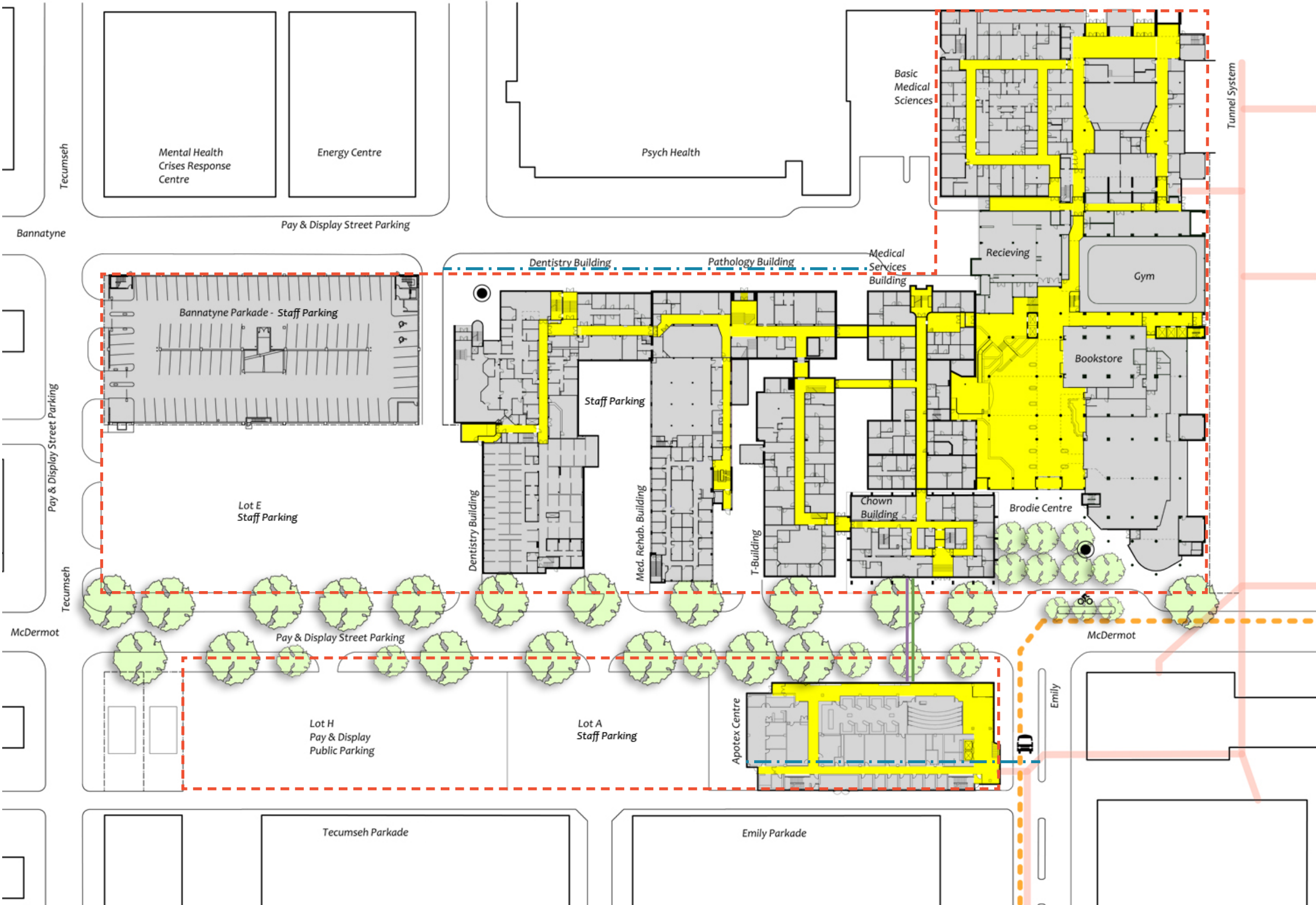
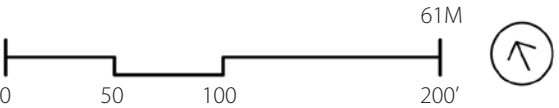


Diagram 2 – Existing Campus Grade Level Plan

West Alexander and Centennial

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

Health Sciences Centre

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



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



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



McDermot Avenue Baptist Church, on McDermot Avenue at Tecumseh Street

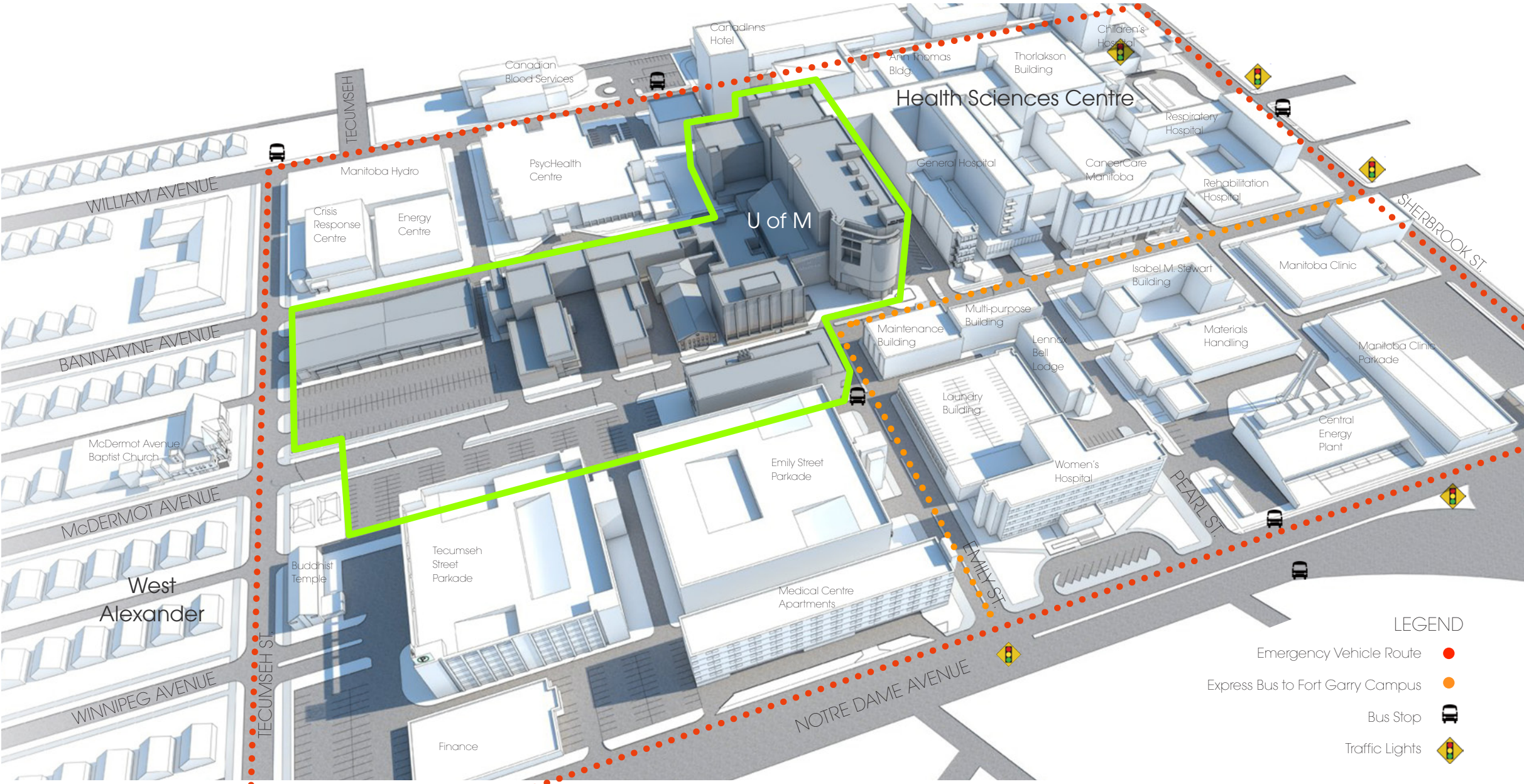


Diagram 3 – Existing Campus Neighbourhood & Context Overview



## Plans and Zoning

### *OurWinnipeg and Complete Communities*

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

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

### *Educational and Institutional Zoning*

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

### *West Alexander and Centennial Neighbourhood Plan*

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

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

Diagram 4 – Context



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

### 3. BANNATYNE CAMPUS VISION AND PRINCIPLES

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

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

#### 1. Character

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

#### 2. Healthy living

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

#### 3. Connectivity

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

#### 4. Sustainability

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

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

#### 5. Integration

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

#### 6. Community

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

## 4. CAMPUS PLAN RATIONALE

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

### *The need to plan for the relocation of Nursing*

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

### *The need to plan for interprofessional education*

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

### *A lack of amenities and services*

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

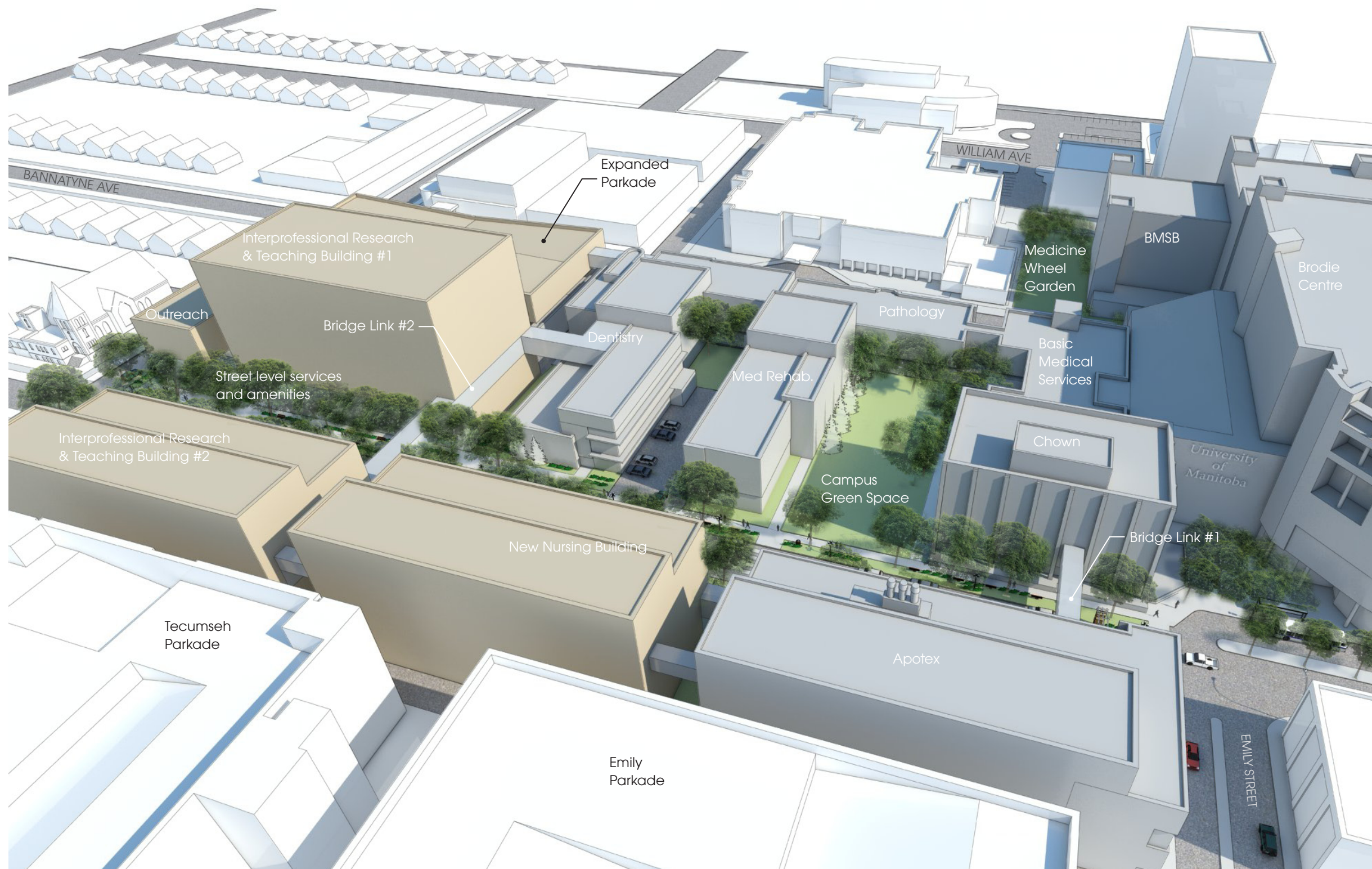


Diagram 5 – Bannatyne Master Plan Looking North

**A need for a greater sense of place and campus identity**

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

**The importance of a strong campus-neighbourhood relationship**

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

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

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

**LEGEND**

- New Construction

Renovation

Security Office

Campus Gateway

Circulation  
(dashed = 2nd or 3rd storey)
- Bus Stop with Shelter

Bicycle Parking

New Bus Route

New Services Location  
(electrical, steam, chilled water, purified water, IT)

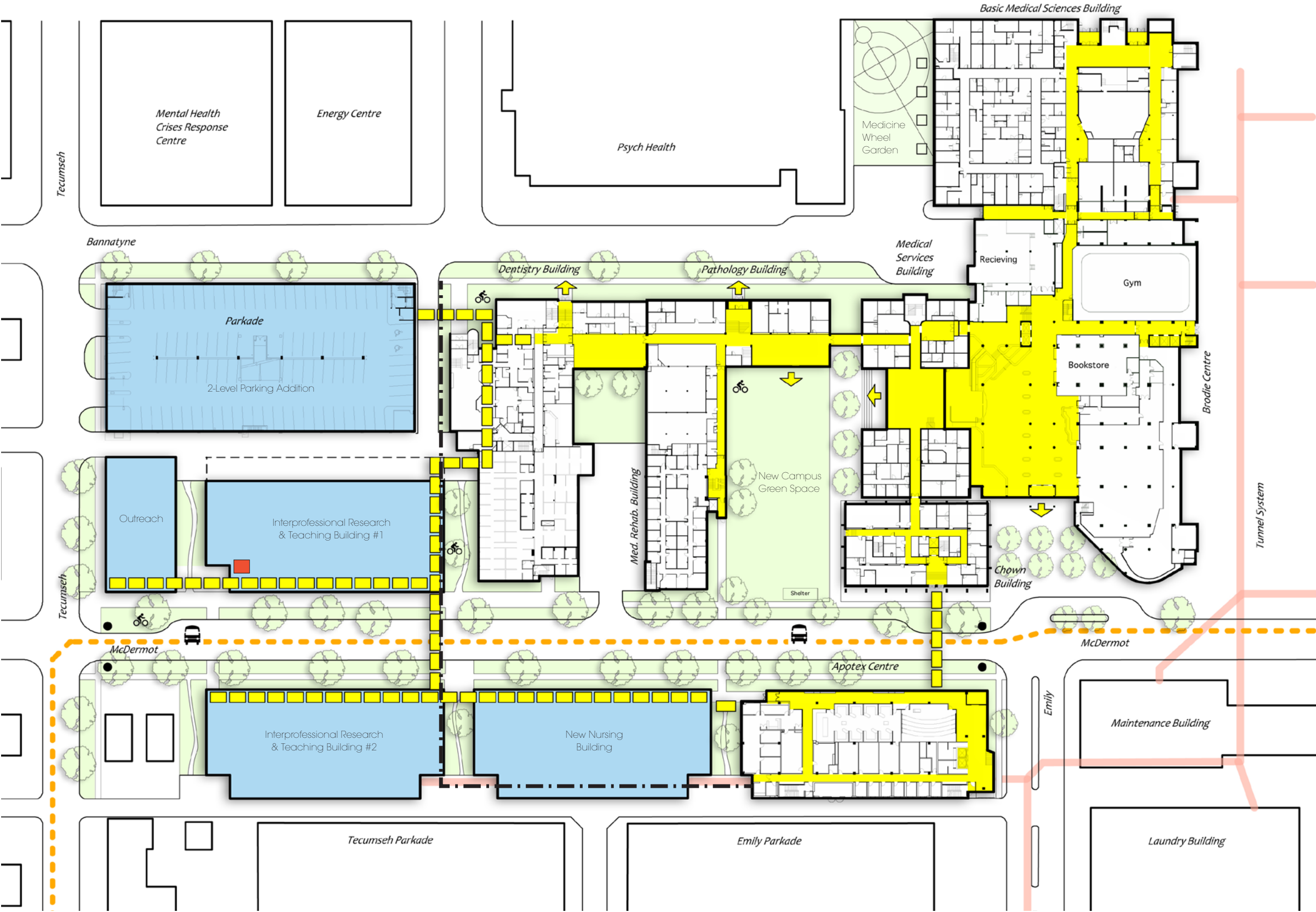
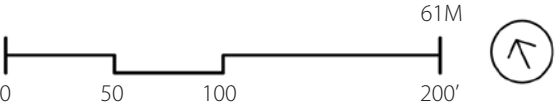


Diagram 6 – Master Plan Diagram shown at Grade Level

# 5. CAMPUS PLAN FRAMEWORK

## Built Form and Land Use

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

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

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

### Academic

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

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

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

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

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

### Housing

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

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

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

### Amenities and Services

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

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

A larger student population at Bannatyne will also necessitate



Additional amenities such as cafés, and small grocers will provide needed services to the campus and neighborhood alike. Source: [www.flickr.com/photos/21495793@N00](http://www.flickr.com/photos/21495793@N00)

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

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

### Mixed-Use

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

### Operations and Maintenance

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

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

Mobility

Active Transportation

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

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

Public Transit

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



Example of an accessible and pedestrian-friendly streetscape with centralized public transit service, and personal vehicle use. Source: [www.architectureweek.com](http://www.architectureweek.com)

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

Indoor Connections

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

Single-Occupant Vehicles

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

Parking

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

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

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

Public Realm and Spaces

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

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

Campus Plaza

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

Rooftops

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

Medicine Wheel Garden

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

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

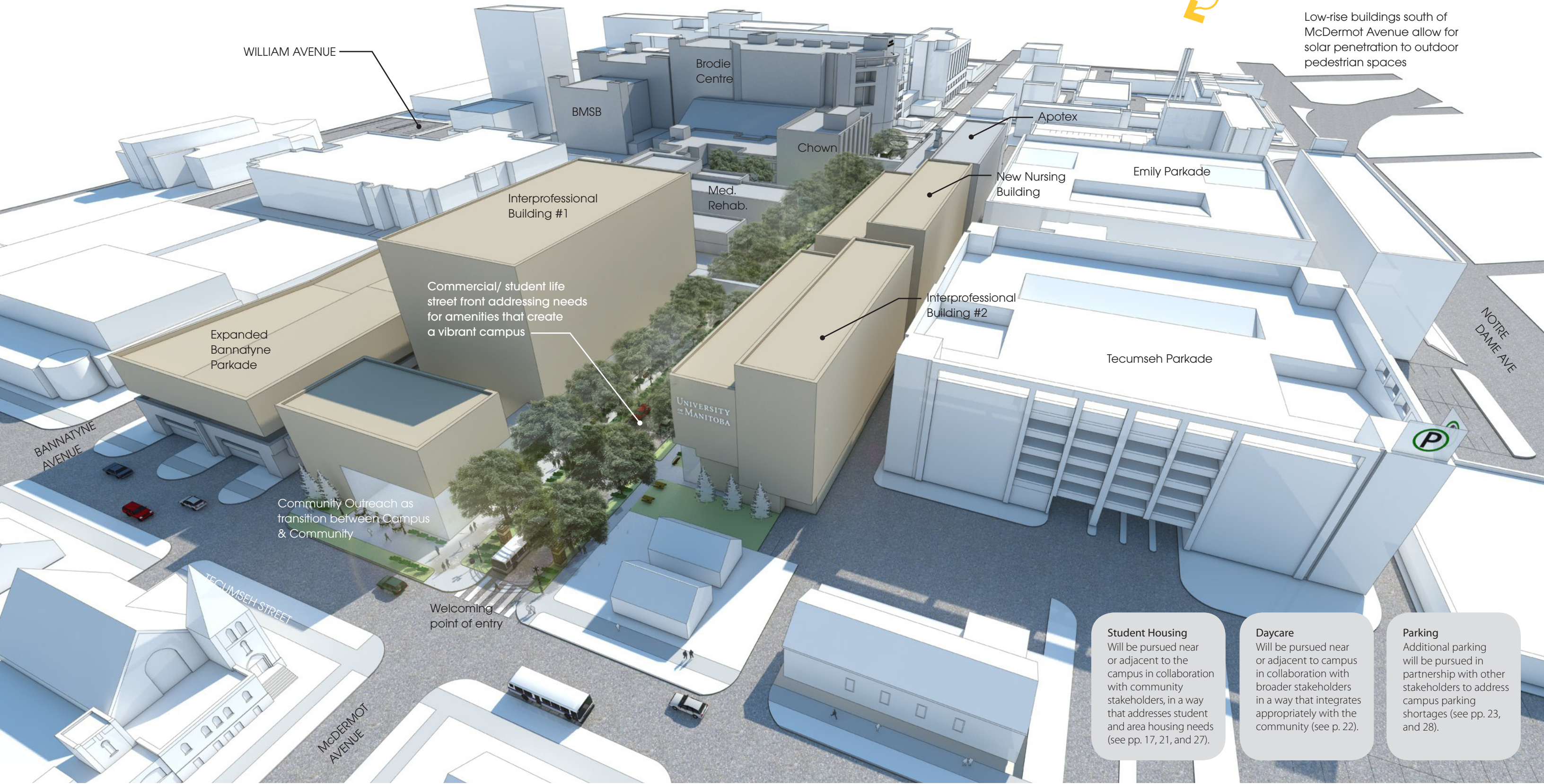


Example of vibrant campus street front at the University of Pennsylvania. Source: [www.flickr.com/photos/universityofpennsylvania](http://www.flickr.com/photos/universityofpennsylvania)

MASTER PLAN  
Bannatyne Campus  
LOOKING EAST



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



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

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

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

Diagram 7 – Bannatyne Campus Master Plan Looking East

## 6. OPPORTUNITIES FOR COLLABORATION

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

### Working Together with the Neighbourhood

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

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

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

#### *A Welcoming and Inviting Campus*

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

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

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

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

#### *Amenities*

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

#### *Housing*

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

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

### Working Together with HSC

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



University of Manitoba Bannatyne Campus, McDermot Avenue at Emily Street

## 7. IMPLEMENTATION

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

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

NEW BUILDING DEVELOPMENTS

A. Faculty of Nursing Building

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

B. Interprofessional Research & Teaching Building 1

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

C. Interprofessional Research & Teaching Building 2

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

D. Gateway / Amenities Building

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

E. New Circulation Spaces

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

F. Parkade Expansion

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

RENOVATIONS TO EXISTING BUILDINGS

G. Dentistry Building

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

H. Existing Circulation Spaces

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

I. Basic Medical Services Building

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

J. Medical Rehabilitation Building

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

CAMPUS CHARACTER & COMMUNITY INTERFACE

K. The Street

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

L. Campus Green Space

New green space with access from adjacent buildings.

M. Medicine Wheel Garden

Located between the PsychHealth Building and BMSB.

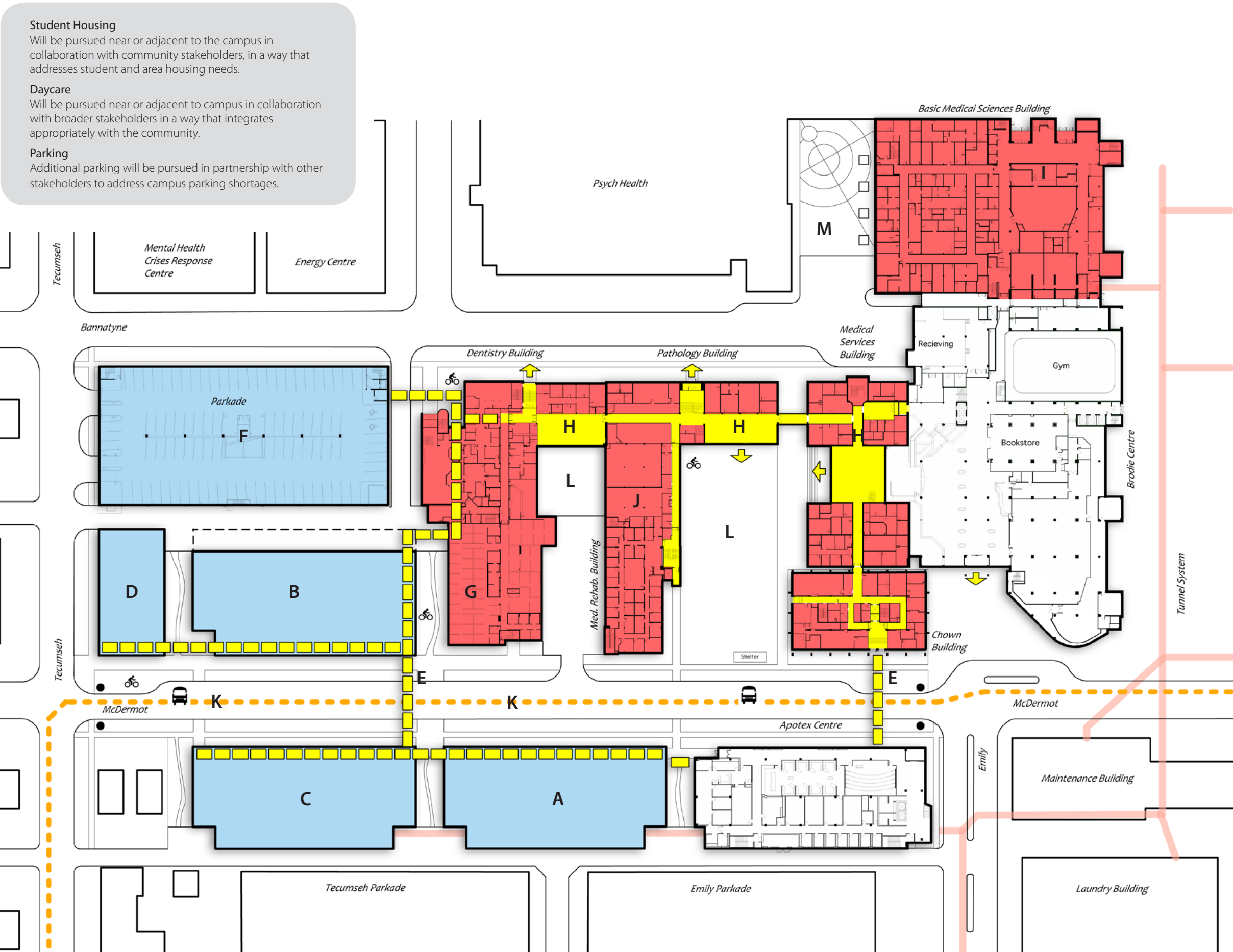
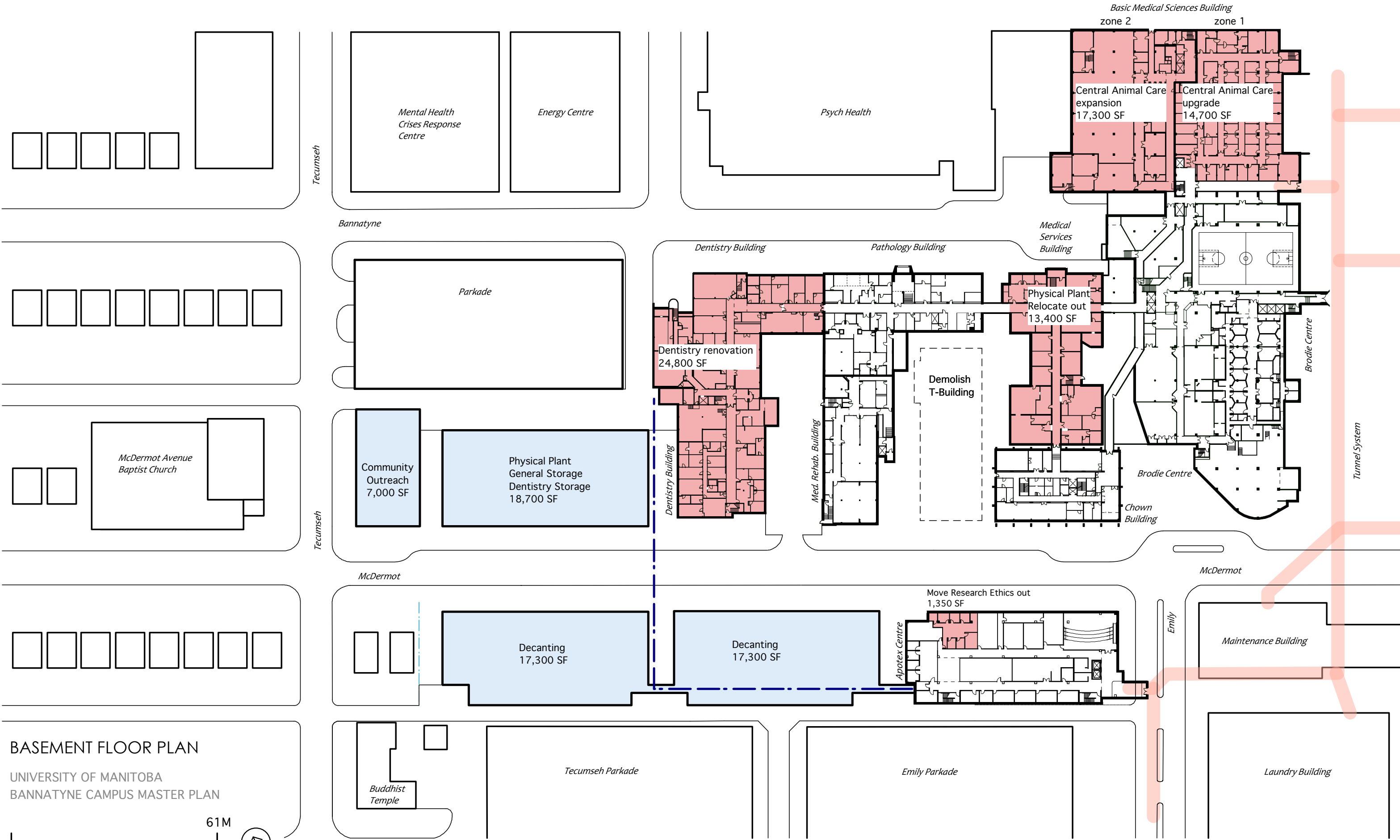
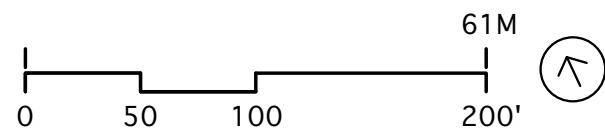


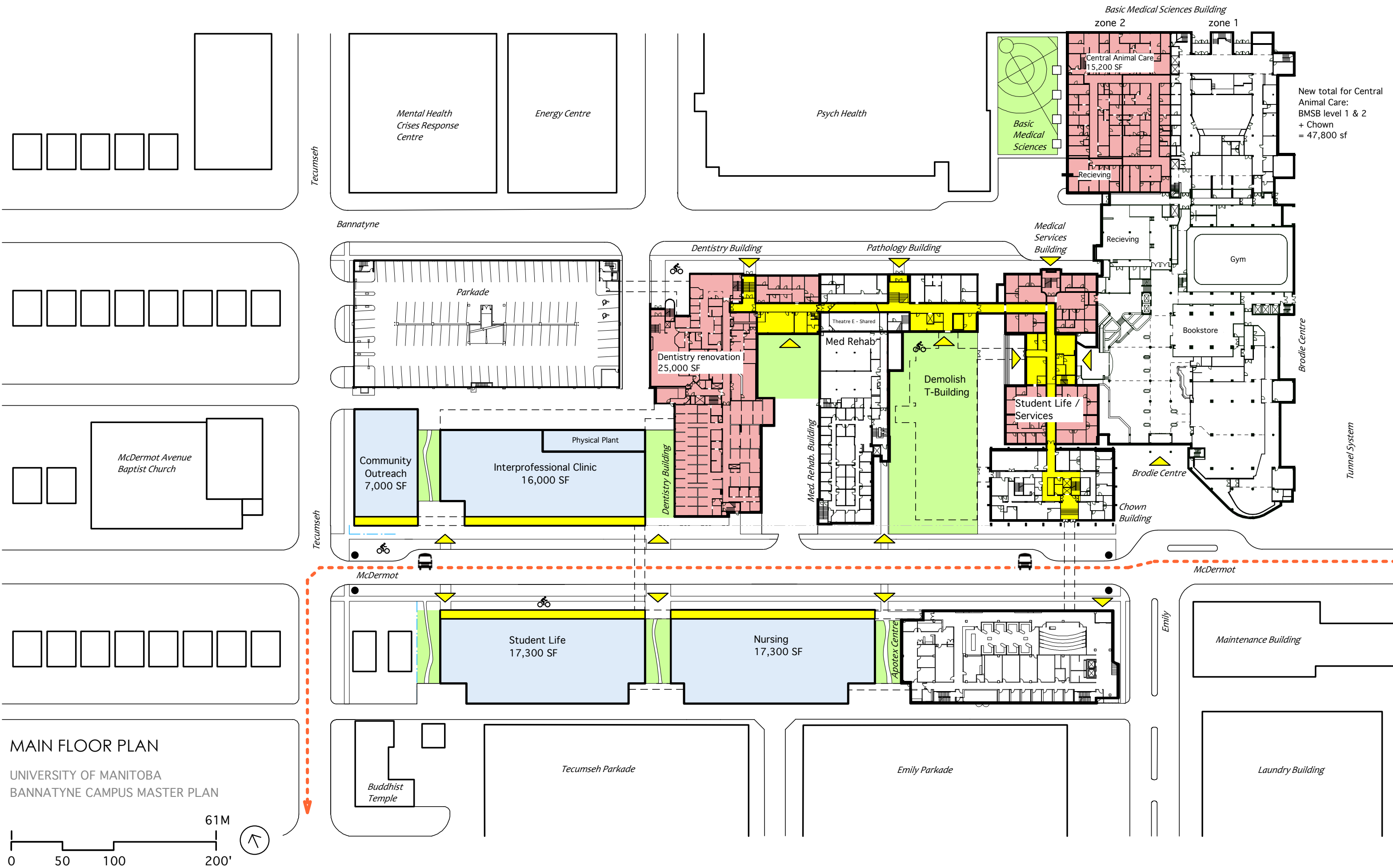
Diagram 8 – Implementation Diagram showing proposed new developments, and renovations to existing buildings



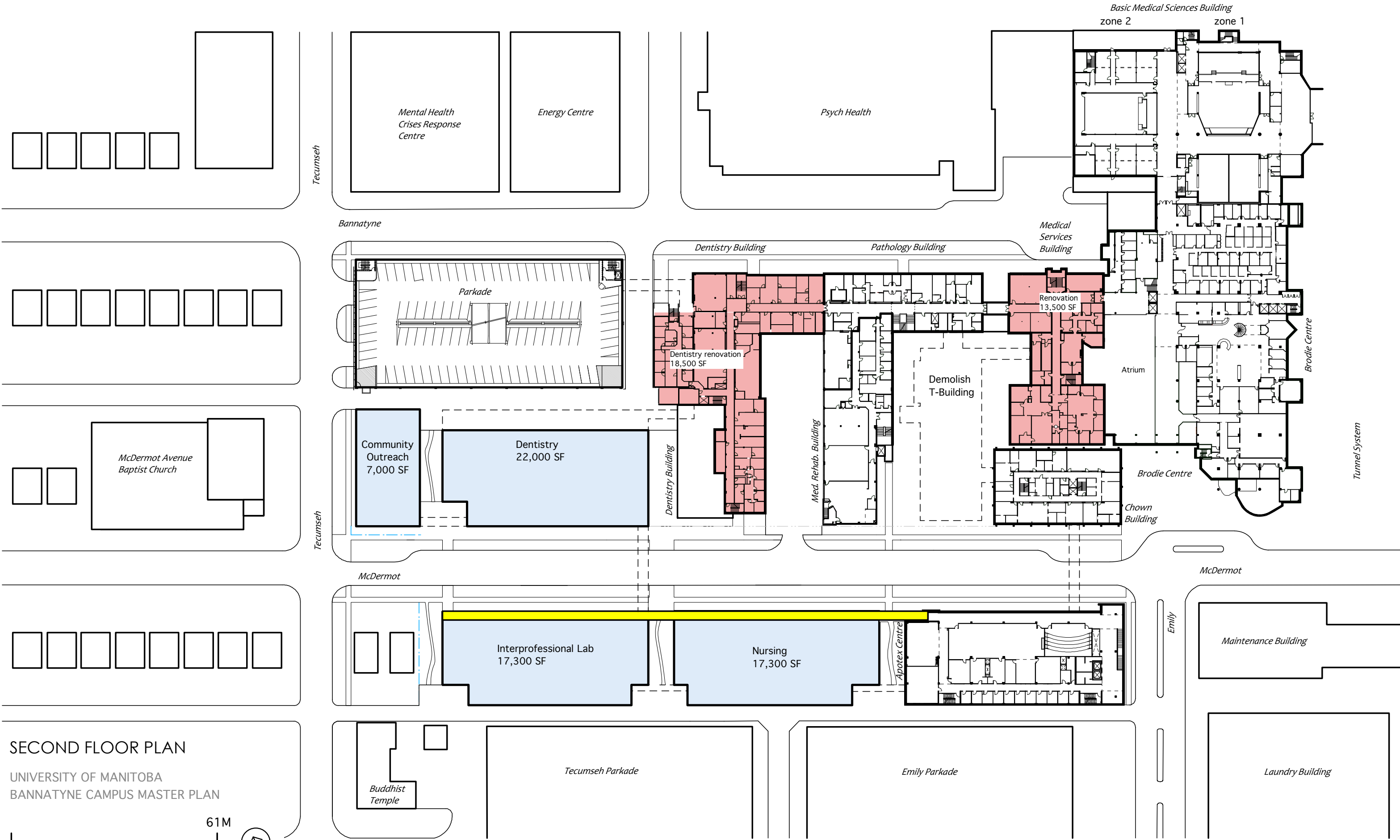


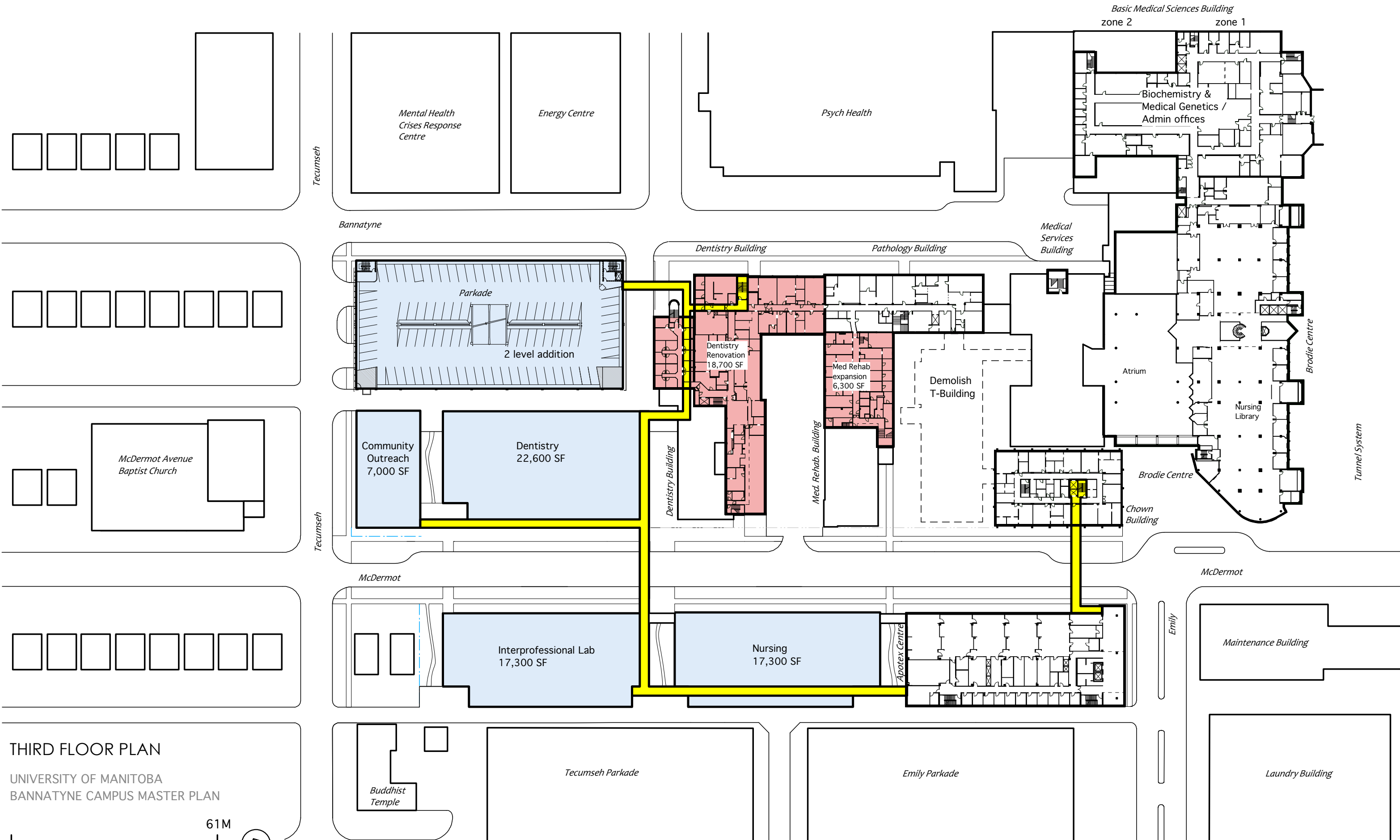
BASEMENT FLOOR PLAN  
UNIVERSITY OF MANITOBA  
BANNATYNE CAMPUS MASTER PLAN

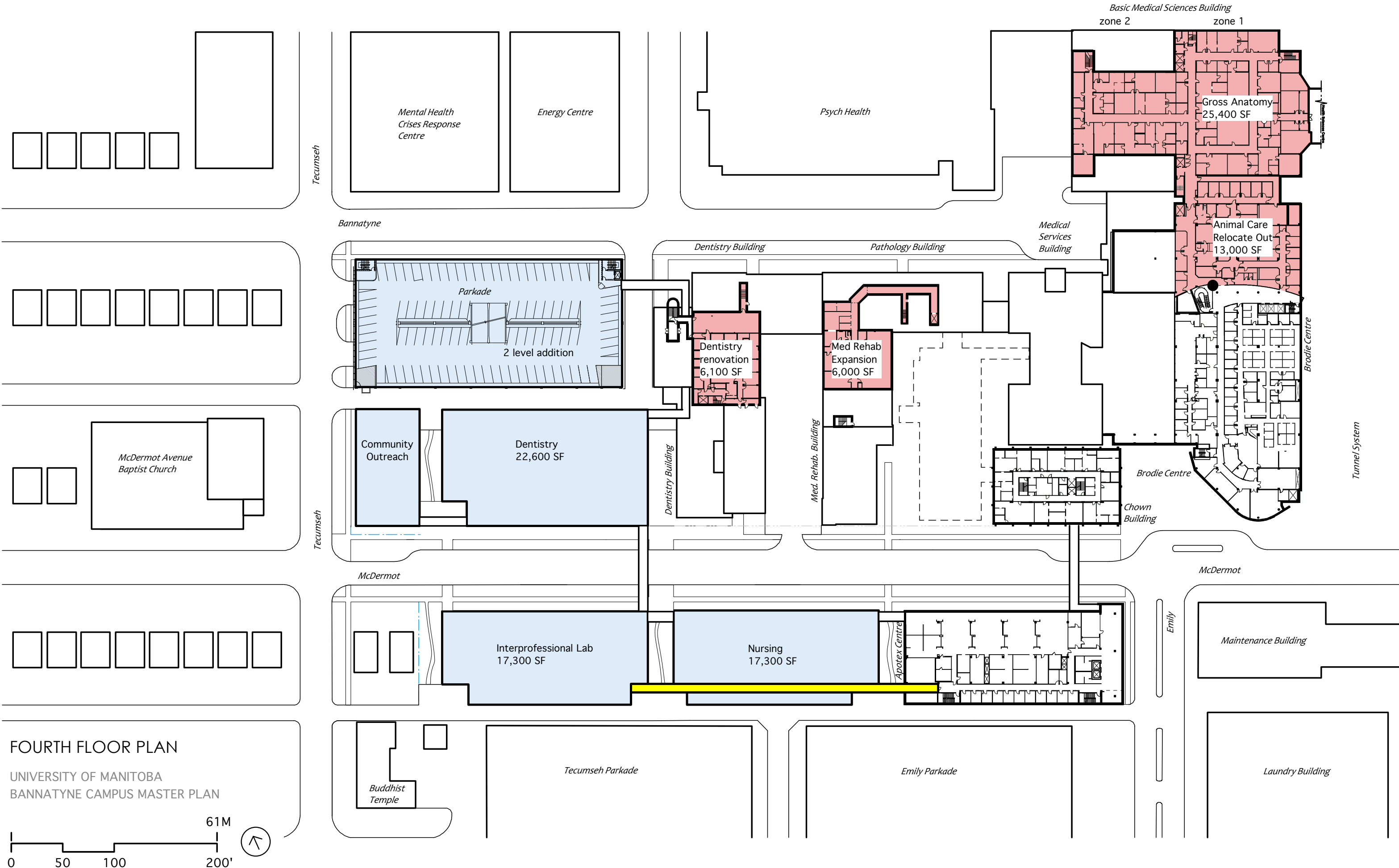


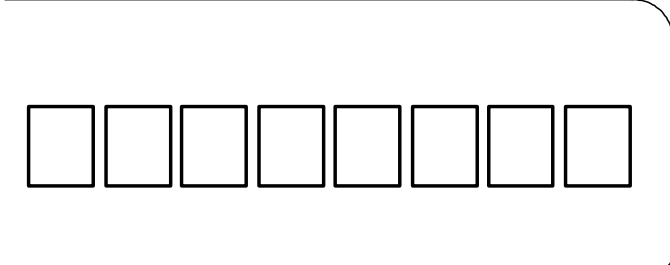
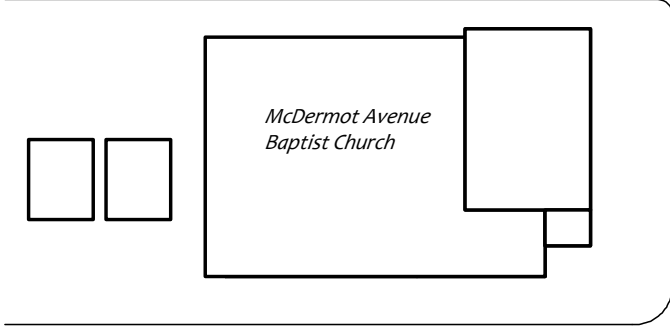
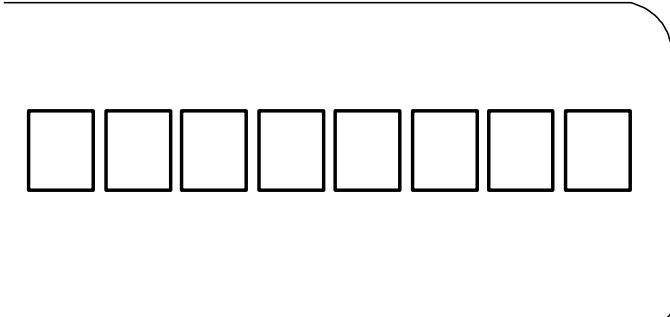
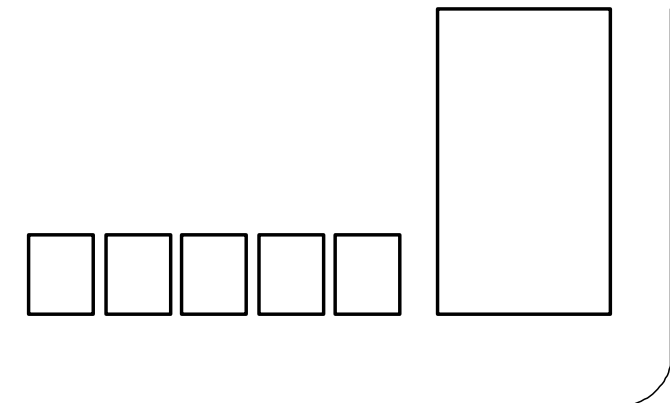


New total for Central  
Animal Care:  
BMSB level 1 & 2  
+ Chown  
= 47,800 sf



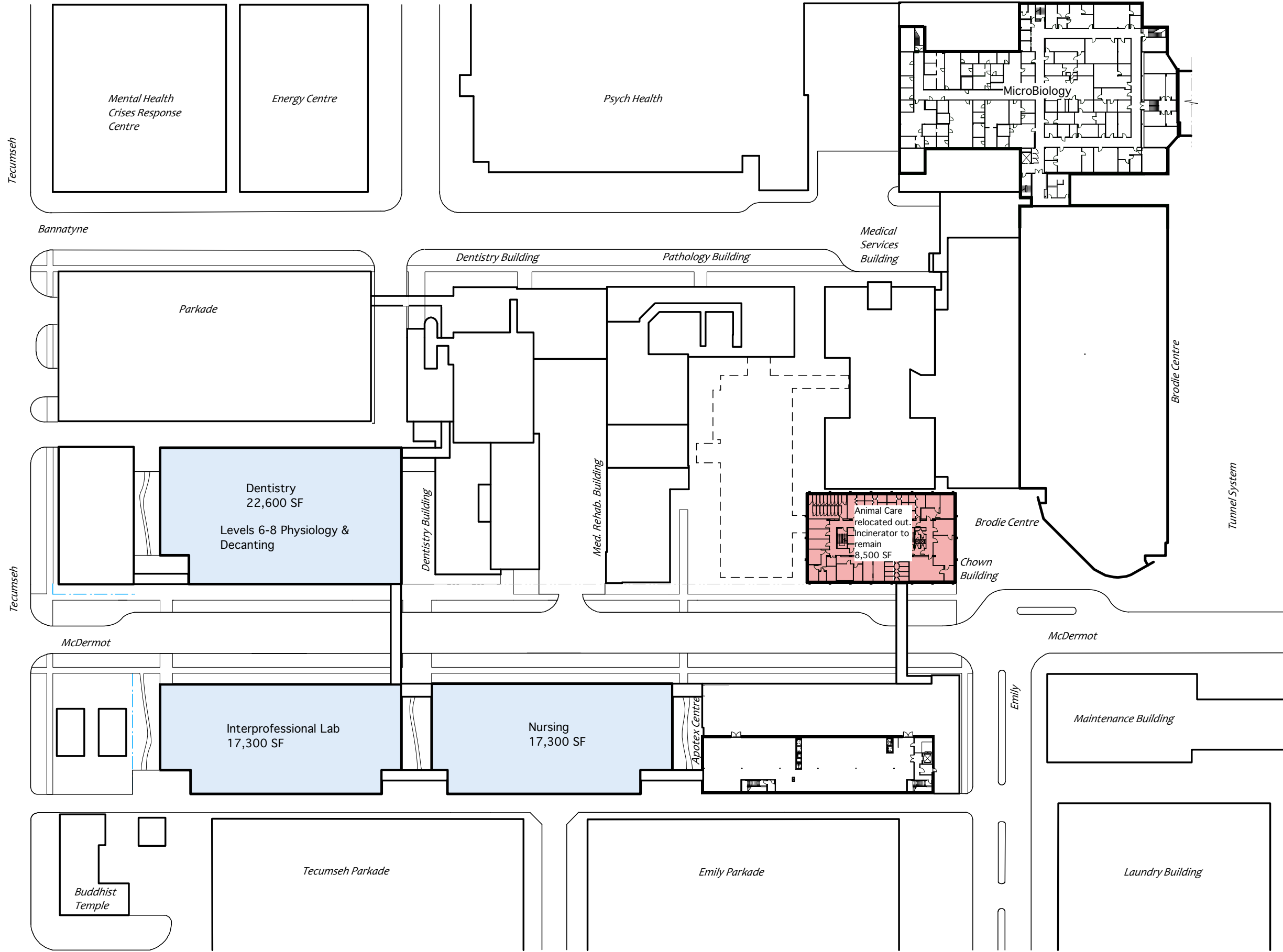
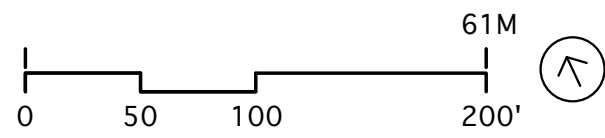






FIFTH FLOOR PLAN

UNIVERSITY OF MANITOBA  
BANNATYNE CAMPUS MASTER PLAN



## **Report of the Senate Committee on Appeals**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Appeals (SCAP) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/493.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.html)
2. The Committee is charged to hear and determine appeals from:
  - a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
  - b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

### **Observations:**

1. The Committee has received 10 appeals since the last report to Senate in November 2013. These cases are summarized without compromising the confidentiality of the Appellant.
  - An appeal was received against a decision by the Faculty of Engineering. The grounds were the failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. Additionally, the Appellant based the appeal on procedural and medical grounds. The appeal was denied.
  - An appeal was received against a decision by the Faculty of Social Work. The grounds were failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. The appeal was granted.
  - An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were the failure of the Faculty to follow the rules of natural justice and failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. The appeal was granted.
  - An appeal was received against a decision by the Faculty of Arts. The grounds were the failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
  - An appeal was received against a decision by the Faculty of Engineering. The Committee determined that there were no grounds to proceed to a hearing.
  - An appeal was received against a decision by the Faculty of Social Work. The grounds were failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. Additionally, the Appellant based the appeal on medical grounds. The appeal was denied.
  - An appeal was received against a decision by the Faculty of Arts. The Committee determined that there were no grounds to proceed to hearing.
  - An appeal was received against a decision by the Faculty of Arts. The Committee determined that there were no grounds to proceed to hearing.
  - An appeal was received against a decision by the Faculty of Science. The Committee determined that there were no grounds to proceed to hearing.
  - An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were the failure of the Faculty to reasonably consider all factors relevant to the decision being appealed. The appeal was denied.
  - The Committee currently has no open files.

Respectfully submitted,  
Dr. A. McNicol, Chair  
Senate Committee on Appeals

**Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Dentistry to include an Adult Abuse Registry check in their registration process (2013.12.19)**

**Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The Faculty of Dentistry is proposing that all students registering in the Faculty of Dentistry be required to obtain an Adult Abuse Registry check prior to registration in the program(s) and yearly thereafter.
3. This proposal was approved by the Dental Faculty Council on November 18, 2013 and subsequently by SCADM on December 19, 2013.

**Observations:**

1. The Winnipeg Regional Health Authority (WRHA) has introduced a policy that requires an Adult Abuse Registry (AAR) check for all staff and students.
2. This WRHA policy has an immediate effect; students completing placements, practica, etc. within the WRHA will require an AAR check prior to any placements as of January, 2014.
3. This requirement for the AAR is in addition to the previous requirements of the Criminal Record check and the Child Abuse Registry check.
4. This requirement applies to the Doctor of Dental Medicine program, the International Dentist Degree program and the Dental Hygiene program.
5. The purpose of the AAR is to record information on individuals found to have abused or neglected a specified adult as defined in *The Adult Abuse Registry Act*.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal requiring students in the Faculty of Dentistry to obtain an Adult Abuse Registry check prior to registration in the program(s) and yearly thereafter be approved effective upon approval by Senate.

Respectfully submitted,  
Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services to institute a university-wide tiebreaking procedure (2013.12.19)**

### **Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. Enrolment Services is proposing the creation of an institution-wide tiebreaking procedure that would be used by all Faculties as part of their admissions process.
3. This proposal was approved SCADM on December 19, 2013.

### **Observations:**

1. Over the past several years, some Faculties have encountered difficulties with ties during the admissions process. The affected Faculties may have a finite number of seats and in the case of a tie, they are faced with the difficult decision of either exceeding their admission target or admitting fewer students than they would like.
2. Recently, we have noticed increased incidences in ties when Faculties require 30 credit hours of previous study to be eligible for admission. The ability to break a tie by increasing the number of significant figures used becomes more difficult in these scenarios.
3. Some Faculties have presented different tiebreaking proposals to SCADM in the past; however, these have been largely unsuccessful as SCADM has determined that introducing a different set of requirements as a second step is unfair to students.
4. Random selection is not seen as a viable option to break ties.
5. It has been deemed impossible to create a procedure that takes into consideration previous coursework, as creating a formula that would meet the needs of all programs is not viable due to the diverse nature of the programs and the admission processes.

### **Recommendation:**

The Senate Committee on Admissions recommends that the tiebreaking procedure outlined below be approved effective for the September, 2015 intake:

1. Increase the number of significant figures used in the calculation.
2. Where a tie still exists, the application that was received first will be used to break the tie. All completed applications are time stamped; in the case of a paper application, these applications will be time stamped after they have been entered into the application system by a University of Manitoba Admissions Office staff member.
3. If a Faculty is currently using a different tiebreaking process, the new process outlined in this proposal will replace any existing practices.

Respectfully submitted,  
Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **Appendix I**

Below is a list of the tiebreaking practices that are currently in place. According to our records, there are no Senate-approved tiebreaking policies.

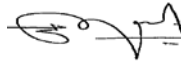
1. *Faculty of Law:* Applicants are ranked based on their 'index score' which is calculated using the applicant's AGPA and their LSAT result. In the event of a tie, identical index scores are ranked according to AGPA.
2. *Faculty of Nursing:* If a tie exists for the final seat after applicants have been ranked, the Faculty will look to its option 2 category to fill the class rather than attempt to break the tie for the final seat.
3. *General:* It's our belief that all Faculties including the two mentioned above would increase the number of significant figures used in the calculation as the first step in any tiebreaking process.

OFFICE OF THE  
VICE-PRESIDENT (RESEARCH  
AND INTERNATIONAL)

207 Administration Building  
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www.umanitoba.ca/research

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: December 18, 2013

SUBJECT: Periodic Review of Research Centres and Institutes: Centre for Defence and Security Studies (CDSS)

Attached is the report on the Centre for Defence and Security Studies (CDSS) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis  
Encl.

Cc: Dean Jeff Taylor  
Dr. Fergusson

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
***CENTRE FOR DEFENCE AND SECURITY STUDIES (CDSS)***

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis, but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

**Observations:**

1. The review process followed that which is outlined in section 2.3.1 of the Policy, and involved a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contained:
  - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
  - a five-year plan which identifies future research directions and development strategies;
  - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
  - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this Sub-Committee was as follows:

**CHAIR:** Dr. Mostafa Fayek, Faculty of Environment, Earth and Resources

**MEMBER:** Dr. Roberta Woodgate, Faculty of Nursing

**MEMBER:** Dr. Karin Wittenberg, Faculty of Agricultural and Food Sciences

**MEMBER:** Ms. Anastasia Szykh, GSA Student Representative

3. The assessment of the Sub-Committee was as follows:

**(A) THE EXTENT TO WHICH THE RESEARCH CENTRE/INSTITUTE HAS FULFILLED:**

**(i) The general objectives of research centres/institutes as stipulated under the Policy;**

The University policy states, *“The purpose of a research centre/institute is to focus and sustain research in specific areas and to encourage research collaborations among disciplines and between Departments, Faculties and Schools. Research centers/institutes also provide unique training opportunities for students and serve as a valuable information source for the community at large”*. The CDSS has achieved these objectives by bringing together researchers and students from the Universities of Manitoba, Toronto and Norwich (Vermont), and UBC Members also included journalists and retired officers from the CAF. Although the proposal was well written examples of the types of research and contributions to the CAF are vague.

**(ii) Its specific objectives, as indicated on its establishment; To achieve its objectives the CDSS,**

- a. maintained an active, focused research agenda with the dissemination of research findings through external publications and via the CDSS’s website;
- b. introduced students to defence and security issues through a dynamic university-level teaching and a high school outreach programme;
- c. established a multi-disciplinary, collaborative approach to research with institutions in and outside of Canada;
- d. provided expert commentary on Canadian defence and security issues to Parliamentary committees, the DND and the media;
- e. sponsored conferences, workshops and seminars;
- f. directly interacted with National Defence (DND) and the Canadian Armed Forces (CAF), and with a variety of organizations concerned with national defence and international security issues; and
- g. provided support to a range of community

**(B) HIGHLIGHT PAST RESEARCH TRAINING AND FUNDING OF THE CENTRE. DISCUSS THE APPROPRIATENESS OF ITS PROPOSED FIVE-YEAR PLAN FOR FUTURE RESEARCH DIRECTIONS AND DEVELOPMENT STRATEGIES AND;**

The center has produced, 9 books edited, 40 chapters in edited books, and 41 articles. Note: that one of the publications is in review. The center consists of 12 research or senior research fellows, and 6 students. The total number of publications is equivalent to 1.5 publications/year per non-student research fellow. The center attracted an impressive \$621,727. The majority of the funds (\$480,000 = 80%) were from the SDF program, which was cancelled.

**(C) ITS CURRENT AND PROJECTED FINANCIAL VIABILITY.**

The center admits that there is an 80% budget cut, but states that it will not affect its operational effectiveness. They have sought funding from various sources including DEP funding (if they are successful) is a one-time amount of \$25,000 and SSHRC (\$9000). The CDSS was successful in a recent competition and secured a grant of \$17,240 to conduct a study for the DND on the North American Aerospace Defense Command (NORAD). They also have a history of surviving previous reductions in funding.

**Recommendation:**

The Senate Committee on University Research recommend to Senate:

**THAT: the *Centre for Defense & Security Studies (CDSS)* be renewed for a term of five (5) years, from January 07, 2014 through January 06, 2019.**

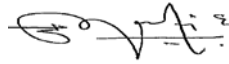
Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

OFFICE OF THE  
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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: December 18, 2013

SUBJECT: Periodic Review of Research Centres and Institutes: Spinal Cord Research Centre (SCRC)

Attached is the report on the Spinal Cord Research Centre (SCRC) conducted by the Senate Committee on University Research (SCUR), according to the Policy on Research Centres, Institutes, and Groups.

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

Thank you.

DSJ/nis  
Encl.

Cc: Dean Brian Postl  
Dr. McCrea

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
**SPINAL CORD RESEARCH CENTRE (SCRC)**

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

**Observations:**

1. The review process followed that which is outlined in section 2.3.1 of the Policy. This process is intended to involve a review of annual reports of each centre/institute as well as a report prepared by each research centre/institute director which contains:
  - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training;
  - accomplishments; a current membership list; and a detailed financial statement;
  - a five-year plan which identifies future research directions and development strategies;
  - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
  - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this sub-committee was as follows:

CHAIR: Dr. Gary Glavin, Associate Vice-President (Research)

MEMBER: Dr. James Davie, Faculty of Medicine, MICB

MEMBER: Dr. Mark Whitmore, Dean, Faculty of Science

3. The assessment of the sub-committee is as follows:

- The sub-committee noted that the Centre has not had a review for 10 years, in spite of the Senate requirement for a 5 year review cycle.
- The original documentation received (October 2, 2013) was incomplete and required significant clarification by the Director.
- A revised report and clarification document were received November 27, 2013.
- Multiple requests for letters of support were ignored or deemed unnecessary by the Director, including a support letter from the Department Head.
- Several questions raised by the review sub-committee were not answered, partially answered or dismissed without consideration.
- When asked for a 5 year forward-looking budget plan, the Director replied that there is no such plan and cannot be one because they are comprised of several independent investigators. What then, is the value added of having a formalized research centre? The Director did not address the latter question.
- The role of the administrative assistant is not clear nor is the salary attached to that position. Clarification on the overall budget for the Centre was requested but not provided.
- The Centre does have merit and does have a role to play in the Faculty of Medicine and the University of Manitoba, however, more frequent and complete reporting to Senate via SCUR is needed.

**Recommendation:**

The Senate Committee on University Research recommend to Senate:

**THAT the *Spinal Cord Research Centre (SCRC)*, be renewed for a term of one (1) year, through the end of 2014. A new report should be submitted early enough to provide SCUR with the time to review and make recommendations prior to that date.**

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **Report of the Senate Committee on Academic Dress**

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### **Preamble**

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/486.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html)

wherein the Committee is charged with the responsibility to recommend to Senate on the colours of the linings of hoods for new degrees.

The Committee met on January 13, 2014 and considered a stole colour for the Post-Baccalaureate Diploma in Performance (Faculty of Music).

### **Observations**

1. The Senate Committee on Academic Dress approved the establishment of academic stoles for a number of diploma programs since graduates of diploma programs at the University did not have hoods to wear with their gowns at Convocation.
2. The suggested stole colour for the Post-Baccalaureate Diploma in Performance, which was chosen to match the existing academic dress in the corresponding degree hood, was endorsed by the Faculty of Music Faculty Council at its meeting on October 7, 2013.

### **Recommendations**

The Senate Committee on Academic Dress recommends to Senate:

1. **THAT** the colour of the stole for the Post-Baccalaureate Diploma in Performance be emerald green.

Respectfully submitted,

Prof. Paul Hess, Chair  
Senate Committee on Academic Dress

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.