

Senate  
Frederic Gaspard Theatre,  
2<sup>nd</sup> Floor, Basic Medical Sciences Bldg.  
WEDNESDAY, April 4, 2018  
1:30 p.m.

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

### **I MATTERS TO BE CONSIDERED IN CLOSED SESSION**

1. **Report of the Senate Committee on Honorary Degrees  
[March 28, 2018]**

The report will be provided to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting in the Office of the University Secretary.

### **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

1. **Report of the Faculty Council of Graduate Studies  
on Program and Curriculum Changes RE: BFAR Statements,  
Departments of Classics, Computer Science, Human Anatomy  
and Cell Science, Linguistics, Political Studies, and  
College of Nursing** Page 3

### **III MATTERS FORWARDED FOR INFORMATION**

1. **Report of the Senate Committee on Awards – Part A  
[February 20, 2018]** Page 23
2. **Annual Report of Student Accessibility Services, 2016-2017** Page 33
3. **Vacancies on Senate Committees** Page 42

### **IV REPORT OF THE PRESIDENT**

1. **President's Report** Page 45
2. **Taking Our Place: University of Manitoba Strategic Plan,  
Sharing Our Progress, January 2015 – March 2017** Page 54

### **V 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.

### **VI CONSIDERATION OF THE MINUTES OF THE MEETING OF MARCH 7, 2018**

### **VII BUSINESS ARISING FROM THE MINUTES - none**

**VIII     REPORTS OF THE SENATE EXECUTIVE COMMITTEE  
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

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|----|--|----------|
| 1. | <b><u>Report of the Senate Executive Committee</u></b>                   | Page 130 |
| 2. | <b><u>Report of the Senate<br/>Planning and Priorities Committee</u></b> |          |

The Chair will make an oral report of the Committee's activities.

**IX     REPORTS OF OTHER COMMITTEES OF SENATE,  
FACULTY AND SCHOOL COUNCILS**

- |    |   |          |
|----|---|----------|
| 1. | <b><u>Report of the Senate Committee on Awards – Part B<br/>[February 20, 2018]</u></b>   | Page 131 |
| 2. | <b><u>Report of the Senate Committee on Academic Accommodation<br/>Appeals RE: Revised Student Accessibility Appeal Procedures<br/>and Revised Terms of Reference for the Committee</u></b>             | Page 137 |
| 3. | <b><u>Reports of the Senate Committee on Instruction and Evaluation</u></b>   |          |
| a) | <b><u>RE: Revised Regulation on Repeated Courses and<br/>Attempted Credit Hours and Proposed Limited Access<br/>Regulation, Clayton H. Riddell Faculty of Environment,<br/>Earth, and Resources</u></b> | Page 154 |
| b) | <b><u>RE: Revised Policy on Repeating Faculty-Required<br/>Courses, Faculty of Kinesiology and Recreation<br/>Management</u></b>  | Page 160 |
| 4. | <b><u>Report of the Senate Committee on Rules and Procedures<br/>RE: Revisions to the Faculty of Kinesiology and Recreation<br/>Management Council Bylaw</u></b>  | Page 164 |

**X     ADDITIONAL BUSINESS - none**

**XI     ADJOURNMENT**

*Please call regrets to 204-474-6892 or send to [shannon.coyston@umanitoba.ca](mailto:shannon.coyston@umanitoba.ca).*

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

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### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or program changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider proposals from the Classics, Linguistics, Political Studies, College of Nursing, Computer Science and Human Anatomy and Cell Sciences.

### **Observations**

1. Department of Classics: Master of Arts in Classics: BFAR Report from Cooper Commission Report dated October 31, 2017. **See attached**
2. Department of Linguistics: Master of Arts in Linguistics and Ph.D. in Linguistics: BFAR Report from Cooper Commission dated October 31, 2017 **See attached**
3. Department of Political Studies: Master of Arts in Political Studies: BFAR Report from Cooper Commission dated October 31, 2017 **See attached**
4. College of Nursing: Master of Nursing, Ph.D. in Nursing, and Nurse Practitioner Program: BFAR Report from Cooper Commission dated October 31, 2017 **See attached**
5. Department of Computer Science: Master of Science, Ph.D. in Computer Science: BFAR Report from Cooper Commission Report dated November 21, 2017 **See attached**
6. Department of Human Anatomy and Cell Science: Ph.D. in Human Anatomy and Cell Science: BFAR Report dated November 21, 2017 **See attached**

### **Recommendations**

**The Faculty Council of Graduate Studies recommends THAT: the BFAR Reports from Cooper Commission listed below be approved by Senate:**

**Department of Classics**  
**Department of Linguistics**  
**Department of Political Studies**  
**College of Nursing**  
**Department of Computer Science**  
**Department of Human Anatomy and Cell Science**

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

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

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Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Graduate Studies Executive Committee

/ch





UNIVERSITY  
OF MANITOBA

Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7511

**DATE:** October 31, 2017

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Draft Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Departments of Classics, Linguistics, and Political Studies, and College of Nursing)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on October 20, 2017:

- Department of Classics: Master of Arts in Classics
- Department of Linguistics: Master of Arts in Linguistics and Ph.D. in Linguistics
- Department of Political Studies: Master of Arts in Political Studies
- College of Nursing: Master of Nursing, Master of Nursing (Nurse Practitioner Stream), and Ph.D. in Nursing

Proposed BFAR Statements for graduate programs in Departments in the Faculty of Arts were endorsed by the Faculty of Arts Executive Committee on September 1, 2017. Proposed BFAR Statements for graduate programs in the College of Nursing were endorsed by the College Council of Nursing on May 25, 2017.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Dean B. O'Connell  
Dean J. Taylor  
Dr. M. Torchia

## MEMO

TO: Dr. Greg Smith

FROM: Dr. Lea Stirling, Head, Department of Classics; Graduate Chair of Classics

SUBJECT: Bona Fide Academic Requirements (BFARs) for the Classics Department

DATE: 16 May 2017

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I am writing to inform CPAC that the Classics Department has voted in Department Council to adopt the BFARs created by the Faculty of Graduate Studies (October 18, 2016). In an e-vote completed May 16, 2017, members of the Department confirmed that no further, department-specific BFARs are necessary.

Thus, we seek approval from CPAC for this decision.

RECEIVED

MAY 17 2017

ASSOCIATE DEAN OF ARTS  
UNIVERSITY OF MANITOBA



UNIVERSITY  
OF MANITOBA

## Department of Linguistics

Department of Linguistics  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 5V5  
Telephone (204) 474-9596  
Fax (204) 474-7671  
Lingdpt@cc.umanitoba.ca

15 May 2017

To: CPAC

From: Terry Janzen, Head  
Department of Linguistics

Re: Unit BFARs

The Department of Linguistics has reviewed the BFAR process and the proposed FGS BFARs that are to be included in units' Supplementary Regulations. At a department council meeting on May 9, 2017, the department faculty voted not to include additional unit-level BFARs because a) we find at this time that there are no compelling reasons based on our experiences to date to suggest that accommodations could not be put in place for individual graduate students in our graduate programs, and b) the FGS BFARs address all the program concerns we might have.

Sincerely,

Dr. Terry Janzen, Head  
Department of Linguistics



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| Faculty of Arts  
Political Studies

Date: October 30, 2017

From: Royce Koop, Head, Political Studies

To: Implementation Working Group c/o Shannon Coyston

**Re: Draft Graduate Program BFARs, Political Studies**

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BFARs for the M.A. program in Political Studies were discussed at a range of meetings—including Department Council and Article 18 meetings—prior to May 2017. Department members discussed a number of options, including the development of our own BFARs. Ultimately, department members voted to submit the BFARs that were developed by FGS with no additional department-level BFARs.

**Rady Faculty of Health Sciences  
College of Nursing  
BFAR Statements & Rationale**

**Program:** Master of Nursing

**Liaison:** Marion McKay

<b>BFAR Category/ Broad Area</b>	<b>BFAR Statement</b>	<b>Rationale</b>	<b>Taught</b>	<b>Assessed</b>
<b>Cognition</b>	Students must demonstrate cognitive abilities necessary to conceptualize, analyze, integrate, synthesize and communicate information at a level commensurate with the Master of Nursing program.	The coursework in the Master of Nursing program is designed to provide the student with the knowledge required to produce a thesis or capstone project in the substantive area chosen by the student.	NURS 7090 NURS 7210 NURS 7220 NURS 7340 NURS 7350 NURS 7360/or College of Nursing approved elective coursework.	NURS 7090 NURS 7210 NURS 7220 NURS 7340 NURS 7350 NURS 7360/or College of Nursing approved elective coursework.
	Students who choose the thesis route must demonstrate knowledge of research planning in nursing to produce a written proposal that fulfils the requirements for the degree Master of Nursing set out by the College of Nursing.	Graduates of a Master of Nursing program are expected to communicate all elements of the research process clearly and effectively in writing. Graduates will assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000
	Students who choose the thesis route must demonstrate the ability to present knowledge of research planning in nursing and defend their proposal in real time as set out by the College of Nursing for the degree Master of Nursing.	Graduates of a Master of Nursing program assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000
	Students who choose the thesis route must demonstrate advanced knowledge and	Graduates of a Master of Nursing program assume leadership roles within the health	Advisor GRAD 7000	Advisor Advisory

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BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	research skills to produce a written thesis commensurate with degree Master of Nursing.	care and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities. The expectation to communicate effectively in writing is set out in the College of Registered Nurses of Manitoba's Standards of Practice for Registered Nurses.		Committee GRAD 7000
	Students who choose the thesis route must demonstrate the ability to present advanced knowledge and research skills to complete a thesis defense in real time commensurate with the degree Master of Nursing.	Graduates of a Master of Nursing program assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their professional responsibilities.	Advisor GRAD 7000	Advisor Advisory Committee GRAD 7000
	Students who choose the Capstone Project route must demonstrate content knowledge to produce a written proposal that fulfils the requirements set out by the College of Nursing for the degree Master of Nursing.	Graduates of a Master of Nursing program assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Primary Advisor Advisory Committee NURS 7100	Advisory Committee NURS 7100
	Students who choose the Capstone Project route must demonstrate advanced knowledge in nursing to produce a written document that fulfills the requirements set out by the College of Nursing for the degree Master of Nursing.	Graduates of a Master of Nursing program assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill their professional responsibilities.	Primary Advisor Advisory Committee NURS 7100	Advisory Committee NURS 7100
	Students who choose the Capstone Project route must demonstrate the ability to present advanced knowledge in nursing during an examination of their project in real time as set out by the College of Nursing for the degree Master of Nursing.	Graduates of a Master of Nursing program assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their professional responsibilities.	Primary Advisor Advisory Committee NURS 7100	Advisory Committee NURS 7100

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
<b>Skills and Abilities</b>	Students must be able to produce written and oral work in the English language at a level appropriate for the Master of Nursing program.	English is the language of instruction and communication in the Master of Nursing program. Students engage with many individuals and groups through the course of their studies and subsequent careers, and must be able to communicate efficiently and effectively through oral and written communication. The expectation to communicate effectively in writing is set out in the College of Registered Nurses of Manitoba's Standards of Practice for Registered Nurses.	The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. These requirements will be augmented through practice and coursework assignments within the program.	NURS 7090 NURS 7210 NURS 7220 NURS 7340 NURS 7350 NURS 7360

**Rady Faculty of Health Sciences  
College of Nursing  
BFAR Statements & Rationale**

**Program:** Nurse Practitioner Program

**Liaison:** Marion McKay

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
<b>Cognition</b>	Students must demonstrate the knowledge and critical thinking skills required in an advanced nursing role and commensurate with the level required by the Master of Nursing program.	The coursework in the Master of Nursing Nurse Practitioner stream is designed to provide the student with the knowledge and skills necessary to successfully achieve the designation RN(EP or NP) and to practice as a Nurse Practitioner.	NURS 7340 NURS 7350 NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7460 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7340 NURS 7350 NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7460 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate the ability to rapidly and accurately recall information; perform complex mathematical calculations; deal with complex situations systematically and creatively; and prioritize multiple tasks.	Patient safety and optimal health outcomes are contingent on the nurse's ability to perform at a high cognitive level. New and known data related to all patients for whom the nurse is responsible must be processed rapidly and accurately. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate critical inquiry, assessment skills, and problem solving skills	Patient safety and optimal health outcomes are contingent on the nurse's ability to select	NURS 7400 NURS 7410	NURS 7400 NURS 7410

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BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	to provide safe, competent nursing care to patients in a range of complex and rapidly changing primary health care settings.	the optimal nursing intervention(s) based on a critical assessment of a range of possible interventions and practices. They are also contingent on the context (both patient and setting) of the nurse's practice. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate the knowledge and skills to access, appraise, critically examine, synthesize and judiciously apply theory and empirical evidence from a variety of sources to patient care and/or issues arising in the health care system at an advanced practice level.	Patient safety and optimal patient outcomes are contingent on the ability of the NP student to acquire all of the knowledge, skills, and abilities set out for the program. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7340 NURS 7350 NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7460 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7340 NURS 7350 NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7460 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
<b>Skills and Abilities</b>	Students must demonstrate a level of acuity of all senses that enables them to provide safe, competent patient care and to participate in required activities in the classroom, skills laboratory, and simulation laboratory settings.	Patient safety and optimal health outcomes are contingent on the ability of the nurse to use all senses in patient assessment, provision of care, and the evaluation of the care provided. In the educational setting, students must demonstrate the same abilities in classroom, simulation and clinical	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
		settings. These expectations are integrated into the College of Registered Nurses of Manitoba's Entry Level Competencies for Registered Nurse (Nurse Practitioners), which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate the manual dexterity (hand-eye coordination) required to provide safe, competent patient care.	Patient safety and optimal health outcomes are contingent on the ability of the nurse to perform many interventions that require manual dexterity. These expectations are integrated into the College of Registered Nurses of Manitoba's Entry Level Competencies for Registered Nurse (Nurse Practitioners), which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate the ability to effectively perform physical tasks that are an integral part of the provision of safe, competent patient care and participation in educational activities such as simulation and skills laboratory (e.g.: lift, carry, stand and maintain balance, perform repetitive actions, push and pull, climb, bend, reach, walk and move within confined spaces).	Patient safety and optimal health outcomes are contingent on the nurse's physical capacity to respond to the many physical demands that are an integral part of the provision of safe, competent care. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330	NURS 7400 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must be able to produce written and oral work in the English language at a level appropriate for the Master of Nursing	English is the language of instruction and communication in the Master of Nursing program. Students engage with many	The Faculty of Graduate Studies	NURS 7340 NURS 7350 NURS 7400

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	program.	individuals and groups through the course of their studies and subsequent careers, and must be able to communicate efficiently and effectively through oral and written communication. The expectation to communicate effectively in writing is set out in the College of Registered Nurses of Manitoba's Standards of Practice for Registered Nurses.	requires a passing, acceptable English Language Test score in order to offer admission. These requirements will be augmented through practice and coursework assignments within the program.	NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7460 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
<b>Professionalism</b>	Students must demonstrate a high level of competence in interpersonal relationships in clinical, skills laboratory, simulation learning laboratory, and classroom settings.	Personal safety (clients, faculty, staff, and students) in all dimensions (physical, psychological, social, and cultural) and optimal health outcomes are contingent on effective interpersonal relationships. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7350 NURS 7410 NURS 7430 NURS 7450 NURS 7470 NURS 7490	NURS 7350 NURS 7410 NURS 7420 NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330
	Students must demonstrate a high level of competence and professionalism in verbal and non-verbal communication, including	Personal safety (clients, faculty, staff, and students) in all dimensions (physical, psychological, social, and cultural) and	NURS 7350 NURS 7410 NURS 7430	NURS 7350 NURS 7410 NURS 7420

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
	the ability to assess their own communication.	optimal health outcomes are contingent on effective, professional communication. These expectations are integrated into the College of Registered Nurses of Manitoba's <i>Entry Level Competencies for Registered Nurse (Nurse Practitioners)</i> , which every student in the program must achieve to graduate from the Nurse Practitioner Program.	NURS 7450 NURS 7470 NURS 7490	NURS 7430 NURS 7440 NURS 7450 NURS 7470 NURS 7480 NURS 7490 NURS 7500 NURS 7330

**Rady Faculty of Health Sciences  
College of Nursing  
BFAR Statements & Rationale**

**Program:** PhD in Nursing

**Liaison:** Marion McKay

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
<b>Cognition</b>	Students must demonstrate cognitive abilities necessary to conceptualize, analyze, integrate, synthesize and communicate information commensurate with the level required by the PhD in Nursing program.	The coursework in the PhD in Nursing program is designed to provide the student with the knowledge required to produce their dissertation.	NURS 8000 NURS 8010 NURS 8020 NURS 8220 NURS 8030	NURS 8000 NURS 8010 NURS 8020 NURS 8030 An 8000 level quantitative research course
	Students must demonstrate advanced knowledge and critical thinking skills in nursing to complete a candidacy examination as set out by the College of Nursing.	The candidacy examination determines the student's competence in the disciplines of nursing and health care and their capacity to produce a thesis at the level required by the University of Manitoba. Graduates of a PhD in Nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill their responsibilities for research, policy development, publication and education.	Advisor Advisory Committee GRAD 8010	Advisor Advisory Committee GRAD 8010
	Students must demonstrate the ability to present and defend advanced knowledge and critical thinking skills in nursing to defend their candidacy examination at a defense in real time as set out by the College of Nursing.	The candidacy examination determines the student's competence in the disciplines of nursing and health care and their capacity to produce a thesis at the level required by the University of Manitoba. Graduates of a PhD in Nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for	Advisor Advisory Committee GRAD 8010	Advisor Advisory Committee GRAD 8010

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BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
		research, policy development, and education.		
	Students must demonstrate knowledge of research planning in nursing to produce a written proposal that fulfils the requirements for the degree PhD in Nursing as set out by the College of Nursing.	Graduates of a PhD program in nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill to fulfill their responsibilities for research, policy development, publication and education.	Advisor Proposal Examining Committee GRAD 8000	Advisor Proposal Examining Committee GRAD 8000
	Students must demonstrate the ability to present advanced knowledge of research planning in nursing and defend their proposal in real time as set out by the College of Nursing for the degree PhD in Nursing.	Graduates of a PhD in Nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for research, policy development, and education.	Advisor Proposal Examining Committee GRAD 8000	Advisor Proposal Examining Committee GRAD 8000
	Students must demonstrate advanced knowledge and research skills to produce a written thesis commensurate with the degree PhD in Nursing.	Graduates of a PhD program in nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in writing to fulfill to fulfill their responsibilities for research, policy development, publication and education.	Advisor Examining Committee GRAD 8000	Advisor Examining Committee GRAD 8000
	Students must demonstrate the ability to present advanced knowledge and research skills to complete a thesis defense in real time commensurate with the degree PhD in Nursing.	Graduates of a PhD in Nursing assume leadership roles within the health care and educational settings, and are expected to communicate effectively in real time to fulfill their responsibilities for research, policy development, and education.	Advisor Examining Committee GRAD 8000	Advisor Examining Committee GRAD 8000
<b>Skills and Abilities</b>	Students must be able to produce written and oral work in the English language at a level appropriate for the PhD in Nursing program.	English is the language of instruction and communication in the PhD in Nursing program. Students engage with many individuals and groups through the course of	The Faculty of Graduate Studies requires a	NURS 8000 NURS 8010 NURS 8020 NURS 8220

BFAR Category/ Broad Area	BFAR Statement	Rationale	Taught	Assessed
		their studies and subsequent careers, and must be able to communication efficiently and effectively through oral and written communication.	passing, acceptable English Language Test score in order to offer admission. These requirements will be augmented through practice and coursework assignments within the program.	NURS 8030



UNIVERSITY  
OF MANITOBA

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

**DATE:** November 21, 2017

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Draft Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Departments of Computer Science)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on November 14, 2017:

- Department of Computer Science: Master of Science, Ph.D. in Computer Science
- Department of Human Anatomy and Cell Science: Master of Science and Ph.D. in Human Anatomy and Cell Science

Proposed BFAR Statements for graduate programs in (i) the Department of Computer Science were endorsed by the Department Council on May 30, 2017; (ii) in the Department of Human Anatomy and Cell Science were endorsed by the Department Council in June 2017.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Prof. M. Domaratzki  
Prof. T. Klonisch  
Dr. M. Torchia  
Ms. C. Hadaller





Dr. Stephane Durocher, Associate Head (Graduate)  
Department of Computer Science  
Winnipeg, Manitoba, Canada R3T 2N2

June 1, 2017

Dear Dean Mondor:

At the Computer Science Departmental Council meeting held on May 30, 2017, a motion was approved that the Computer Science Department adopt the basic Faculty of Graduate Studies BFARs without any changes or additions to the default requirements.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephane Durocher".

Stephane Durocher,  
Associate Head (Graduate)

cc: John Anderson, Lynne Hermiston, Andrea Kailer, Ivan Oresnik



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OF MANITOBA

Rady Faculty of  
Health Sciences

**Max Rady College of Medicine**  
Dept. of Human Anatomy & Cell Science  
Rm. 132, Basic Medical Sciences Bldg.  
Winnipeg, Manitoba  
Canada, R3E 0J9  
Phone: 204-789-3788  
Email: [Hugo.Bergen@umanitoba.ca](mailto:Hugo.Bergen@umanitoba.ca)

November 2, 2017

Dr. Todd Mondor  
Faculty of Graduate Studies  
University of Manitoba

**Re: Departmental Approval of BFARs**

Dear Dr. Mondor,

The Dept. of HACS has reviewed the BFARs that were proposed by the Faculty of Graduate Studies. At a department council meeting earlier in June 2017, a majority of faculty members voted in favour of the Dept. adopting the BFARs proposed by FGS.

Sincerely,

Hugo Bergen, Ph.D.  
Assoc. Professor  
Chair, Graduate Studies Committee  
Dept. of Human Anatomy & Cell Science  
Tel: 204-789-3788  
[Hugo.Bergen@umanitoba.ca](mailto:Hugo.Bergen@umanitoba.ca)

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

### **Preamble**

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

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

### **Observations**

At its meeting of February 20, 2018, the Senate Committee on Awards approved 5 new offers, 12 revised offers, and the withdrawal of 1 award, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (February 20, 2018).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers, 12 revised offers, and the withdrawal of 1 award as set out in Appendix A (February 20, 2018). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

## **SENATE COMMITTEE ON AWARDS**

### **Appendix A February 20, 2018**

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

##### **Dr. Murray Schachter Bursary**

In honour of their father, Murray Schachter (M.D. /73), Michael Schachter (B.A. /95, LL.B/98, MBA/00) and Mark Schachter (HBA/01) have established an endowment fund with the initial gift of \$10,000 at the University of Manitoba in 2018. The purpose of the fund is to support undergraduate students pursuing studies in the Max Rady College of Medicine who are interested in Psychiatry. Beginning in the 2019–2020 academic year, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled in clerkship in the Max Rady College of Medicine at the University of Manitoba;
- (2) has completed an elective in Psychiatry;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

##### **Dr. Frank & Juliana Wong Bursary in Family Medicine**

Dr. Frank Wong (M.D. /65) and Juliana Wong (B.Sc. /70) have established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2017. The purpose of the fund is to support undergraduate students pursuing studies in Family Medicine in the Max Rady College of Medicine. Beginning in the 2019-2020, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in the first year of the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba, and are in good standing;
- (2) has declared rural status in the supplementary application to the Max Rady College of Medicine;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

### **E. J. (Joe) Williams Entrance Scholarship**

In honor of their father, E. J. (Joe) Williams, who is celebrating his 100<sup>th</sup> birthday in 2018, brothers Hector and Bruce Williams have generously established an endowment fund with the initial gift of \$25,000 at the University of Manitoba. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the fund is to provide entrance scholarships for residents of northern Manitoba and Thunder Bay, Ontario, and who are entering their first year of studies at the University of Manitoba. Beginning in 2019–2020, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has graduated from a high school in northern Manitoba or Thunder Bay, Ontario;
- (2) has achieved a minimum 70% average on the best five courses appearing on the list of acceptable courses for the University of Manitoba General Entrance Scholarship Program;
- (3) is admitted to the University of Manitoba, directly from high school;
- (4) will be enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba.

Candidates will be selected based on the following order of preference:

- (1) graduates from Churchill, Manitoba
- (2) graduates from the rest of northern Manitoba
- (3) graduates from Thunder Bay, Ontario

For the purpose of this award, northern Manitoba includes the following municipalities: Churchill, Flin Flon, Gillam, Gods River, Grand Rapids, Granville Lake, Ilford, Leaf Rapids, Lynn Lake, Mystery Lake, Snow Lake, South Indian Lake, The Pas, and Thompson.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.

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

### **Linden Woods Community Foundation Scholarship**

The residents of Linden Woods have generously established an endowment fund at The Winnipeg Foundation in 2017. Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba. The purpose of the fund is to reward the academic achievements of Linden Woods residents who are pursuing studies at the University of Manitoba. Beginning in 2018–2019, the available annual income from the fund will be used to offer one scholarship, with a minimum value of \$750, to an undergraduate student who:

- (1) is a Canadian Citizen or Permanent Resident;
- (2) is enrolled full-time (minimum 80% course load) in the second year of study or higher in any faculty, college, or school at the University of Manitoba;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has demonstrated community involvement and initiative;
- (5) either:
  - a) currently resides in the Linden Woods Community;
  - b) has resided in the Linden Woods Community for a minimum of two of the last five years.

Applicants are required to submit an application which consists of a) one letter of reference and b) a statement (maximum 500 words), both outlining how the candidate meets criteria (4) and (5).

The term “Linden Woods Community” is comprised of the area bounded by Waverley Street, McGillivray Boulevard, Kenaston Boulevard, Sterling Lyon Parkway, and Wilkes Avenue.

The recipient will be invited to submit their name and photograph for inclusion in Linden Woods Community publications.

The Director of Financial Aid & Awards (or designate) will name the selection committee for this award.

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

### **Samuel Linhart Scholarship in Finance**

Mr. Samuel W. Linhart has established an endowment fund with a gift of \$50,000 at the University of Manitoba in 2017. The purpose of the fund is to provide entrance scholarships for high-achieving students entering into their first year of studies in the Master of Finance program at the I.H. Asper School of Business. Beginning the 2019-2020 academic year, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of the Master of Finance program delivered by the I.H. Asper School of Business;
- (2) has achieved the highest entering grade point average (minimum 3.5) based on the previous 60 credit hours of study (or equivalent);

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the I.H. Asper School of Business (or designate) to name the selection committee for this award.

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

## **2. AMENDMENTS**

### **Charles Birkett Rittenhouse Memorial Scholarship**

The following amendments were made to the terms of reference for the Charles Birkett Rittenhouse Memorial Scholarship:

- The preamble was revised to:

*In memory of her husband, Mrs. Donalda S. Rittenhouse has established a scholarship fund at the University of Manitoba in 1989 to recognize those with the potential or intent to pursue graduate studies in Theatre. Each year, available annual income from this fund will be used to offer one scholarship to an undergraduate student who:*

- The numbered criteria were revised to:
  - (1) *is enrolled full-time (minimum 80% course load) in the second year of study or higher in any undergraduate program at the University of Manitoba;*
  - (2) *has achieved a minimum grade point average of 3.5;*
  - (3) *has, in the opinion of the selection committee, shown creativity in the field of Theatre.*
- The selection committee paragraph was revised to:
 

*The Head of the Department of English, Theatre, Film & Media (or designate) will name the selection committee for this award, and will include at least one staff member who teaches course(s) in Theatre.*
- The standard Board of Governors statement was added.

### **Dr. Ivy Falardeau Memorial Travel Bursaries**

The following amendments were made to the terms of reference for the Dr. Ivy Falardeau Memorial Travel Bursary:

- The name of the award was changed to: **Dr. Ivy Falardeau Memorial Travel Award**
- The preamble was revised to:
 

*In memory of Dr. Ivy Falardeau (M.D. '25), Miss Helen S. Smith has established a fund at the University of Manitoba. Each year \$5,000 will be available to offer one award to an undergraduate student who:*
- The numbered criteria were revised to:
  - (1) *has successfully completed at least one year of study in the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba;*
  - (2) *proceeds in the next ensuing academic year to the next year in the Undergraduate Medical Education program at the University of Manitoba.*
  - (3) *is attending a conference related to geriatric medicine or geriatric psychiatry. Preference will be given to those students who are presenting a paper or a poster.*
  - (4) *has completed and signed the Max Rady College of Medicine's Conference Travel Award Application.*
- The word bursary was removed throughout the terms of reference.

### **J. David McLeod Travel Scholarship**

The following amendments were made to the terms of reference for the J. David McLeod Travel Scholarship:

- The numbered criteria was revised to:
  - (1) *is enrolled full-time (minimum 80% course load) in the second year of study or higher in a program offered through the Department of Political Studies in the Faculty of Arts;*
  - (2) *has achieved a minimum degree grade point average of 3.0;*
  - (3) *will study abroad, for one or two terms, either on a Letter of Permission or as part of a formal exchange program between the University of Manitoba and a partner institution.*
- The following paragraph was added:
 

*In the event that there are no eligible students who meet the criteria outlined above, the award*

*may be offered to any full-time student (minimum 80% course load) in the Faculty of Arts at the University of Manitoba who meets criteria (2) and (3).*

- The standard Board of Governors statement was added.

### **Lillian Bellan Memorial Prize**

The following amendments were made to the terms of reference for the Lillian Bellan Memorial Prize:

- Part of the preamble was revised to:  
*The four sons of Mrs. Lillian Bellan have established an endowment fund at the University of Manitoba in her memory. The purpose of the fund is to reward outstanding achievement in the study of women in history. Each year, the available annual income will be used to offer one prize to the undergraduate student who:*
- The numbered criteria were revised to read:
  - (1) *was enrolled full-time (minimum 80% course load) in any faculty, college, or school at the University of Manitoba in the year in which the prize was tenable;*
  - (2) *has achieved a minimum degree grade point average of 3.0;*
  - (3) *has achieved the highest grade in the course Women, Gender, and Sexuality in Canada (currently numbered HIST 3572).*
- The following tie-breaking paragraph was added:  
*In the event of a tie, the student with the highest degree grade point average from among the tied students will receive the award. If a further tie occurs, the student with the greater number of A+ grades will be selected.*
- The standard Board of Governors statement was added.

### **Marc Hutlet Seeds Bursary – Diploma in Agriculture**

The following amendments were made to the terms of reference for the Marc Hutlet Seeds Bursary – Diploma in Agriculture:

- The award was changed from a bursary to a scholarship.
- The name of the award was changed to: **Marc Hutlet Seeds Limited Scholarship– Diploma in Agriculture**
- The preamble was revised to:  
*Marc Hutlet Seeds Limited offers an annually funded scholarship to provide support to a first year student in the Faculty of Agricultural and Food Sciences Diploma in Agriculture Program. Each year, one scholarship, valued at \$1,000, will be provided to an undergraduate student who:*
- The numbered criteria were revised to:
  - (1) *is enrolled full-time (minimum 80% course load) in the Faculty of Agricultural and Food Sciences in the first year of the Diploma in Agriculture program at the University of Manitoba;*
  - (2) *has completed 18 credit hours;*
  - (3) *has achieved a minimum degree grade point average of 3.0;*
  - (4) *is a resident of South-East Manitoba (defined as east of Highway 75 to the Ontario border and south of Highway 44 to the U.S. border);*
- The standard Board of Governors statement was added.



### **Maxwell Starkman Scholarship in Architecture**

The following amendments were made to the terms of reference for the Maxwell Starkman Scholarship in Architecture:

- Part of the preamble was revised to include all of the Architecture graduate programs in the award, rather than just four programs.
- The numbered criteria were revised to:  
*The available annual income from the fund will support an annual scholarship which will be offered to a graduate student who:*
  - (1) *is enrolled full-time in the Faculty of Graduate Studies in any program offered through the Faculty of Architecture;*
  - (2) *has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;*
  - (3) *has demonstrated a high level of writing skills and an ability to show the importance of the proposed research topic, as presented in the scholarship application.*
- The selection committee paragraph was revised to:  
*The Vice-Provost (Graduate Education) and the Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture to name the selection committee. The Dean of the Faculty of Architecture (or designate) will serve as the chair of the selection committee. A representative from each of the graduate programs must be present on the committee.*
- The standard Board of Governors statement was added.
- The biographical information about Mr. Starkman was moved to the bottom of the page

### **President's Award for Mentoring International Leadership Excellence through Sport (MILES)**

The following amendments were made to the terms of reference for the President's Award for Mentoring International Leadership Excellence through Sport (MILES):

- The following paragraph was revised to:  
*The Financial Aid and Awards office and the Faculty of Kinesiology and Recreation Management will each provide \$10,000 per year for a period of twelve (12) years to support the scholarship. The Canada Swahili Institute will provide room and board for at least one, and up to four years, for each recipient.*
- The numbered criteria were revised to:
  - (1) *has successfully completed high school or a post secondary degree and has been recommended by Terik Essential Programs Agency for Development (TEPAD);*
  - (2) *meets the requirements for admission to University 1 or any faculty, college, or school at the University of Manitoba;*
  - (3) *is enrolled full-time (minimum 80% course load), in the first year of study, in either University 1 or the Faculty of Kinesiology and Recreation Management;*
  - (4) *has demonstrated leadership skills and commitment to sport that furthers his or her personal aspirations and the community.*

- Criterion (1) in the renewal section was revised to:  
*(1) is enrolled full-time (minimum 80 % course load) in the Faculty of Kinesiology and Recreation Management, in any undergraduate program offered by that Faculty;*
- The standard Board of Governors statement was added.

### **Robert Alan Kennedy Bursary**

The following amendments were made to the terms of reference for the Robert Alan Kennedy Bursary:

- The numbered criteria were revised to:
  - (1) are enrolled full-time (minimum 60 % course load) in any faculty, college or school at the University of Manitoba;*
  - (2) have achieved a minimum degree grade point average of 2.0;*
  - (3) have demonstrated financial need on a standard University of Manitoba bursary application form.*
- The selection committee paragraphs were revised to:  
*The selection committee will have the discretion to determine the number and value of awards offered each year based on the available revenue and the level of financial need demonstrated by candidates for this bursary.*  
*The selection committee shall be named by the Director of Financial Aid and Awards (or designate).*
- The standard Board of Governors statement was added.

### **Robert Alan Kennedy Scholarship**

The following amendments were made to the terms of reference for the Robert Alan Kennedy Scholarship:

- The numbered criteria were revised to:
  - (1) was registered full-time (minimum 80% course load) in University I at the University of Manitoba;*
  - (2) has achieved the highest standing in University I (minimum 3.5 DGPA);*
  - (3) continues to be registered full time (minimum 80% course load) in any faculty, college or school at the University of Manitoba in which the award is tenable;*
- The tie breaking mechanism was revised to:  
*The committee will use the following guidelines, when needed, to break ties: (i) the Degree Grade Point Average (D.G.P.A.) is to be calculated to the fourth decimal place; (ii) preference is to be given to students who have a higher proportion of A+ and A grades in a total program; (iii) preference is to be given to students who have taken more than the required number of courses; (iv) preference is to be given to students with a greater proportion of senior or advanced level courses in their total program.*
- The selection committee was revised to:  
*The selection committee shall be named by the Director of Financial Aid and Awards (or designate).*

- The standard Board of Governors statement was added.

### **Ron McCasin Bursary**

The following amendments were made to the terms of reference for the Ron McCasin Bursary:

- The numbered criteria were revised to include:  
*(1) have graduated from a Manitoba high school*
- The standard Board of Governors statement was added

### **University Gold Medal in Education**

The following amendments were made to the terms of reference for the University Gold Medal in Education:

- Criterion (2) was revised to read:  
*(2) has completed at least 80 percent of a full course load in each year of the two-year program.*
- The following sentence was revised to read:  
*All University Gold Medal winners must have satisfactory practicum reports (or their equivalent).*
- The following tie-breaking mechanisms were added:  
*(1) the degree grade point average is to be calculated to the fourth decimal place;*  
*(2) preference is to be given to the student who has a higher proportion of "A+"s and "A"s in a total program;*  
*(3) preference is to be given to students who have taken the largest number of credit hours;*  
*(4) if the tie still persists, the Faculty of Education Awards Selection Committee (or its equivalent), along with any others appointed by the Dean, will meet to select the recipient; and*  
*(5) in the event of a further tie, the highest grade point average from the previous degree will be used.*

### **William G. Eamer Professional Scholarship**

The following amendments were made to the terms of reference for the William G. Eamer Professional Scholarship:

- Numbered criterion (5) was revised to:  
*have declared their intent to pursue the Chartered Professional Accountant (CPA) Program*
- Numbered criterion (6) was added, and reads:  
*have demonstrated community service on- or off-campus*
- The application process was revised to read:  
*Applicants are required to submit a resume, a letter (maximum 500 words) outlining their personal initiatives, community involvement, and the professional challenges foreseen in a professional career, and two letters of reference — one from a professor or instructor at the*

*University of Manitoba, and one from a referee who can verify the candidate's history of community service. Candidates who meet the criteria may be interviewed by the selection committee.*

- The selection committee statement had the following sentence added:

*The selection committee will be named by the Dean of the I.H. Asper School of Business*

- The standard Board of Governors statement was added.

### **3. WITHDRAWALS**

#### **University 1 Teaching Excellence Award**

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



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stadv@umanitoba.ca

## Student Advocacy and Accessibility

March 7, 2018

TO: Shannon Coyston, Academic Specialist, Office of the University Secretary  
FROM: Brandy Usick, Director, Student Advocacy and Accessibility *BUsick*  
RE: *2016-2017 Annual Report of Student Accessibility Services*

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Enclosed is the 2016-2017 Annual Report of Student Accessibility Services. This report is intended to provide information to Senate as per the recommendation of the report of the *ad hoc Committee of Senate Executive to Examine Accommodations of Students with Disabilities and Governance Procedure's Related to the Academic Requirements* (Cooper Commission).

Carolyn Christie and I will be available to present the report and respond to questions.

C. Carolyn Christie, Coordinator, Student Accessibility Services  
Don Stewart, Executive Director, Student Support  
Susan Gottheil, Vice Provost (Students)

# Student Accessibility Services

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## *2016-2017 Annual Report*

### Executive Summary

This is the fifth report from Student Accessibility Services summarizing information about the accommodations and services provided for registered students with disabilities at the University of Manitoba. This report provides statistics and activity highlights for the reporting period from May 1, 2016 – April 30, 2017. This is a more condensed report than previous years and background information on the office can be found on the website in our earlier reports<sup>1</sup>.

This report is being submitted to Senate upon recommendation from the *ad hoc Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements*.

SAS continues to work closely with students and our campus partners to provide guidance and support to the university community. SAS is pleased with the leadership and innovation that the UM is demonstrating within the Province of Manitoba as a part of the Accessibility for Manitobans Act. SAS staff thank students, faculty, staff and the University of Manitoba community for their continued support and assistance.

### Staff

At the time of this report, the SAS team is made up of the following dedicated full-time staff

- Coordinator: Carolyn Christie;
- Senior Accessibility Specialists: Jamie Penner and Shanda Vitt;
- Accessibility Advisors: Sarah Hiebert (on leave September 2017-August 2018), Eleni Wener, and Rakshya KC (leave replacement for Sarah Hiebert);
- Test Centre Administrator: Lauren Friesen<sup>2</sup>; and
- Assistive Technologist: Jeff Buhse.

An Accommodation Assistant will be starting in March 2018 to assist with the delivery of programs and services to students. The staffing complement of continuing staff has stayed at 7 since 2013. Delivery of services and programs would not be possible without SAS's large number of committed part time staff, including sign language interpreters, transcriptionists, note-takers, academic attendants, and invigilators. SAS also relies on a large group of volunteer note-takers.

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<sup>1</sup> Past Student Accessibility Services Annual Reports are available at <http://umanitoba.ca/student/saa/accessibility/annual-reports.html>

<sup>2</sup> Charity Pascual was the Test Centre Administrator from August 2010 to February 2018.

## Space

### ***Physical Space***

SAS operates out of five areas:

1. SAS Exam Centre - 155 University Centre;
2. Assistive Technology Lab - 335 University Centre;
3. Administrative offices - 520 University Centre;
4. Services for Students at Bannatyne Campus - S211 Bannatyne Campus; and
5. William Norrie Campus (monthly office hours).

### ***Online Space***

Information about the accommodation needs of a student is sent through the *SAS online portal* via the University's JUMP system. Where applicable, this information is also sent via email to the Faculty Accommodation Team chair. The *SAS online portal* includes letters of accommodation, test booking and details, as well as volunteer note-taker systems.

## Key Features of Service Provision

SAS provides support to all students with disabilities to fully access their chosen course of study for which they are academically qualified<sup>3</sup>. The majority of supports are provided through accommodations, such as extended time for exams. SAS also provides additional support to students by way of programming and frequent referrals to other supports on campus.

As mentioned in the 2014-2016 report, there was an Ontario Human Rights Commission decision<sup>4</sup> which changed the procedures of Ontario post-secondary student accessibility offices. Ontario post-secondary students no longer need to disclose their mental health diagnosis in order to receive academic accommodations. In 2017, following consultation with the Manitoba Human Rights Commission about the Ontario decision, the University of Manitoba changed the Student Accessibility Procedure and the Disability Assessment form to similarly remove the requirement for disclosing a specific mental health diagnosis. While no longer required to disclose their mental health diagnosis, students do need to provide a disability assessment form filled out by a registered health professional listing the functional impact of the disability. For further information about disability related academic accommodations, the SAS faculty handbook<sup>5</sup> has been recently updated in February 2018. The appendices at the end of the handbook provide detailed information about standard accommodations at the University of Manitoba. The letter of accommodation provided to each instructor also lists academic accommodations. We encourage instructors to connect with the office as well to communicate directly with students to understand the best way to provide support.

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<sup>3</sup> The Student Accessibility Procedure is available at

[http://umanitoba.ca/admin/governance/media/Student\\_Accessibility\\_Procedure\\_-\\_2017\\_09\\_01.pdf](http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf)

<sup>4</sup> Ontario Human Rights Commission (2016, Jan 6). *New documentation guidelines for accommodating students with mental health disabilities*. Available at [http://www.ohrc.on.ca/en/news\\_centre/new-documentation-guidelines-accommodating-students-mental-health-disabilities](http://www.ohrc.on.ca/en/news_centre/new-documentation-guidelines-accommodating-students-mental-health-disabilities)

<sup>5</sup> SAS Faculty Handbook is available at <http://umanitoba.ca/student/saa/accessibility/media/SAS-Handbook.pdf>

## Demographics

Almost all (97%) of the students registered with Student Accessibility Services have a permanent disability. The number of students who are registered with the SAS office has increased from 1,144 (2015-2016) to 1,311 (2016-2017). There is no benchmark data to compare Student Accessibility Services numbers across Canada. The category of students with mental illness or mental health disabilities continues to rise. The percentage of students who present with more than one disability has remained relatively stable (17% in 2015-2016 and 15% in 2016-2017).

*Table 1 Students Registered According to Faculty/School/ College*

Faculty/School/College		2016-2017 Student numbers	
Agriculture and Food Sciences		41	
Architecture		11	
School of Art		22	
Arts		214	
Asper School of Business		77	
Education		34	
Engineering		67	
Clayton H. Riddell Environment, Earth and Resources		23	
Extended Education		55	
Graduate Studies		112	
Rady Faculty of Health Sciences <sup>6</sup>	Dentistry /School Dental Hygiene	120	4
	Health Sciences		6
	Max Rady College of Medicine		51
	Nursing		44
	Pharmacy		15
Kinesiology and Recreation Management		21	
Law		34	
Desautels Faculty of Music		8	
Science		206	
Social Work		70	
University 1		161	
Other <sup>7</sup>		35	
<b>Total</b>		<b>1,311</b>	

<sup>6</sup> Students in graduate programs offered by the College of Rehabilitation Sciences were included within the Faculty of Graduate Studies. Those in undergraduate programs were added to Health Sciences given the small number.

<sup>7</sup> Other includes students enrolled in UofM non-degree programs (12) and students outside of the UofM receiving exam invigilation services (23).



*Table 2      Students Registered According to Disability Type*

Category of disability		2016-2017		2015-2016	
		Number of Students	Percentage	Number of Students	Percentage
Mental Health Cognitive		558	43%	451	39%
	ADHD	347	27%	321	28%
	Asperger Disorder	179		156	
	Learning Disability	37		31	
	Acquired Brain Injury	101		103	
Physical/Medical		30		31	
	Chronic Illness	212	16%	191	17%
	Mobility	152		129	
Deaf/Hard of Hearing		40	3%	42	4%
Temporary		45	3%	50	4%
Blind/Low Vision		31	2%	24	2%
Other/Unclassified		78	6%	65	6%
<b>Total</b>		<b>1,311</b>		<b>1,144</b>	

## Accessibility for Manitobans Act

Supporting the Human Rights and Conflict Management office, SAS staff have been very involved in the committees and subsequent work associated with implementation of the Accessibility for Manitobans Act (AMA) on campus. Carolyn Christie attends the AMA Steering Committee, AMA Accessibility Plan Committee, AMA Employment Standards Committee, and the AMA Service Disruption Committee. Jeff Buhse attends the AMA Committee on information and communication and the Communication sub-committee.

## Cooper Commission

Carolyn Christie and Brandy Usick, Director – Student Advocacy and Accessibility are members of the “Cooper Commission” Implementation working group which met regularly through the academic year.

Carolyn, Jamie Penner and Shanda Vitt were the 2016-2017 representatives to the various Accommodation Teams (AT) and Accessibility Advisory Committees (AAC) on campus. The Faculty of Health Sciences continues to have the most frequent meetings. There were approximately 24 AT and 18 AAC meetings this past year.

## Accommodations and Programs

Accommodations are designed to meet various needs associated with different disabilities. SAS is proud to offer a wide range of accommodations and programs that match or exceed national standards. The following section provides information for accommodations and programs offered within SAS. Some highlights of note are the increasing amounts of students, which in turn, increase the amount of program staff needed to provide services.

### ***Test/Exam Invigilation***

Many students with disabilities require unique accommodations when writing tests and exams. The total number of tests/exams invigilated in SAS for the reporting year was 5,153, similar to 2015-2016 at 5,345.

There were 885 cancelled exams largely due to the fall 2016 UMFA strike. Some classes were affected and as a result SAS accommodated all midterm and final exam changes. Due to the strike, the final exam schedule was delayed at the end of April and condensed to one week compared to the original two week period. Exam bookings rose considerably in April due to the November strike, which caused the exam centre to expand into multiple locations. All SAS continuing staff invigilated and worked overtime throughout this month. Fort Garry exams were hosted in 7 locations, 155, 335, 520, 5<sup>th</sup> floor University Centre, Chaplains, Nursing and Tier.

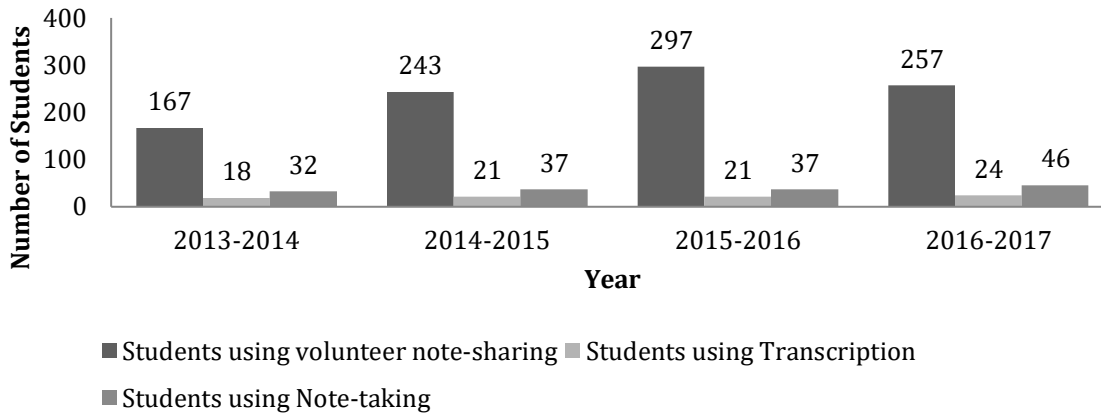
The exam space shortage extended to Bannatyne campus. With the increased Student Affairs staff in the SS@BC location, SAS booked the Apotex College of Pharmacy basement for exam rooms. This has caused some logistical challenges for invigilation and communication. We would like to thank the College of Nursing and the College of Pharmacy for continuing to allow us to use their space during exams. A huge thank you to all staff for assisting with exams. (Including those from Student Support who covered us when we needed to take a quick break.) SAS continues to have a strict two week test/exam booking deadline during the fall and winter terms.

In 2016-2017, all new student requests, as well as exam deferral requests also had to abide by the two week booking policy. Due to space and staffing constraints, SAS was unable to accommodate with less notice. Student Support and faculty advising staff were notified in advance to assist with communication to students.

### ***Note-taking services***

The following figure show the increase of students using programs compared across the three note-taking programs.

*Figure 1 Number of Registered Students Utilizing Note-Taking Services*



### ***Assistive/Adaptive Technology and Alternate Format Production***

The Assistive Technology Lab continues to be a point of pride for SAS. It is used on a daily basis by students to study and this year we were able to extend the hours into the evening one day a week thanks to the Work Study student program. The lab is also used as test/exam space.

The Assistive Technologist continues to meet with students to train on assistive technology programs, with 101 meetings for 2016-2017, up by 30 from 2015-2016. There were 5 faculty and staff training sessions as well. Alternate format requests continue to grow in number of requests for course textbooks and other course materials in an accessible format. This year, there were 491 requests for textbooks. The amount of in-house production of accessible Word, PDF, and .TXT documents has increased to more than 2,000 pages, up 500 pages from the previous year. SAS staff have been working with the AMA committees to provide links to outside resources for the university community for non-student requests.

### ***Bannatyne and William Norrie campuses***

SAS has two Senior Accessibility Specialists who focus on the academic programs offered at Bannatyne and William Norrie campuses. All SAS programs are available at the Bannatyne Campus. For William Norrie campus, the majority of accommodations are implemented on site; however, students can choose to write exams at Bannatyne or Fort Garry campuses.

### ***Other programs and services***

SAS continues to offer the academic attendant, academic assistant and American Sign Language interpretation to students. There were slight increases in these service areas.

SAS works with students to find tutoring, as well as campus assistance as needed. The on campus accessible van, funded by Physical Plant, continues to run at the Fort Garry campus.

## Trends

There has been a noticeable increase of new student registration during periods that previously had none or few. There has been an increase of our overall caseload and we are expecting an increase of 10-15% in student registration for 2017-2018. The area of growth is concentrated on students with mental health disabilities. This increase has led to more professional development training in the area of supporting students with mental illness. The academic accommodation requests can be different, and the classroom or practicum support needed is usually higher due to missed classes and the request for deferrals and/or extensions. In addition, the office is seeing an increase in the number of students in distress or in urgent need of support. The staff have needed to move appointments to assist students experiencing crisis and panic attacks.

## Educational Outreach

### ***Access Awareness Day events***

February 2<sup>nd</sup>, 2017 was our annual Access Awareness Day. SAS displayed assistive technology and spoke with the campus community about our services, as well as work/volunteer opportunities. Ten community groups attended and provided interactive exhibits. Also, our annual art gallery event at GOSA – “Celebrating Abilities” – was held from March 20 – April 2, 2017. Four students submitted artwork for display, with 14 pieces in total.

SAS staff continue to present and facilitate workshops on and off campus to assist with education for supporting students with disabilities.

### ***Presentations***

Roberts, B., **Christie, C.**, & **Usick, B.** (2016, July). *The line in the sand: An introduction to identifying essential academic requirements*. Association on Higher Education and Disability Conference, Indianapolis, IN.

**Usick, B.**, & **Christie, C.** (2016, July). *A university Wide Approach to Inclusion: A model bridging teaching, learning and accessibility*. Association on Higher Education and Disability Conference, Indianapolis, IN.

**Christie, C.**, Pardo, P., & **Usick, B.** (2016, June). *Clear as mud: A review of two institutional approaches to create clarity about accommodations and enhance accessibility for students*. Canadian Association of College and University Student Services Conference, Winnipeg, MB.

Dionne, G., Kinakin, K., Dobbs, J., North, R., Magnusson, M., Barrafoto, A., Knitter, S., **Christie, C.** & Mee, J. (2016, June). *If I knew then what I know now: A national round-table discussion for Accessibility and Inclusion community of practice*. Canadian Association of College and University Student Services Conference, Winnipeg, MB.

Knitter, S., Leach, S. Anderson, N., Dobbs, J. & **Penner, J.** (2016, June). *A national round-table discussion: Enhancing inclusion for students with autism spectrum disorders*. Canadian Association of College and University Student Services Conference, Winnipeg, MB

**Buhse, J.** (2016, June). *The murky world of technology: Moving accommodation systems online*. Canadian Association of College and University Student Services Conference, Winnipeg, MB.

**Buhse, J., & Christie, C.** (2016, May). *Opening the doors: The assistive technology lab at the University of Manitoba*. MadLAT Conference, Winnipeg, MB.

DeJaeger, A., & **Christie, C.** (2016, May). *Barriers to learning for students with accessibility needs*. Teaching and Learning Enhancement Fund symposium, Winnipeg, MB.

Snider, L., Hounsflow, & J. **Buhse, J.** (2017, Feb). *Access changes everything*. Accessibility for Manitobans Act event. Winnipeg, MB.

### ***Community Outreach***

SAS staff maintain contact with various disability organizations including the Canadian Paraplegic Association, Canadian Mental Health Association, Klinik, Manitoba MarketAbilities, Employment Equity Committee, Society for Manitobans with Disabilities, Canadian Institute for the Blind, Canadian Centre on Disability Studies, and the Manitoba Deaf Association, and Manitoba school divisions. Carolyn is a member of the Association on Higher Education and Disability (AHEAD) as well as the Coalition for Disability Access in Health Science Education. Eleni is a board member for Inclusion Winnipeg. Jeff is a member of the McGraw-Hill Accessibility Advisory Board. SAS staff are members of the Canadian Association of College and University Student Services (CACUSS) – Accessibility and Inclusion community of practice.



## SENATE COMMITTEES WITH CURRENT OR UPCOMING VACANCIES:

- [Senate Committee on Academic Accommodation Appeals](#)
- [Senate Committee on Academic Computing](#)
- [Senate Committee on Academic Dress](#)
- [Senate Committee on Academic Freedom](#)
- [Senate Committee on Academic Review](#)
- [Senate Committee on Admissions](#)
- [Senate Committee on Admission Appeals](#)
- [Senate Committee on Appeals](#)
- [Senate Committee on Awards](#) (*student positions only*)
- [Senate Committee on the Calendar](#)
- [Senate Committee on Curriculum and Course Changes](#)
- [Senate Committee on Honorary Degrees](#) (*faculty position only*)
- [Senate Committee on Instruction and Evaluation](#)
- [Joint Senate Committee on Master's Programs](#) (*student position only*)
- [Senate Committee on Libraries](#)
- [Senate Committee on Medical Qualifications](#) (*faculty position only*)
- [Senate Planning and Priorities Committee](#)
- [Senate Committee on Rules and Procedures](#)
- [Senate Committee on University Research](#)

Terms of reference and composition of all Senate committees can be found at:

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



**SENATE COMMITTEE INTEREST FORM**

**Name:**

**Faculty:**

Faculty

Graduate Student

Undergraduate Student

**Please indicate which committees are of interest to you:**

Senate Committee on Academic  
Accommodation Appeals  
Senate Committee on Academic Computing  
Senate Committee on Academic Dress  
Senate Committee on Academic Freedom  
Senate Committee on Academic Review  
Senate Committee on Admissions  
Senate Committee on Admission Appeals  
Senate Committee on Appeals  
Senate Committee on Awards  
Senate Committee on the Calendar  
Senate Committee on Curriculum and Course  
Changes

Senate Committee on Honorary Degrees  
Senate Committee on Instruction and  
Evaluation  
Joint Senate Committee on Masters  
Programs  
Senate Committee on Libraries  
Senate Committee on Medical Qualifications  
Senate Committee on Nominations  
Senate Planning and Priorities Committee  
Senate Committee on Rules and Procedures  
Senate Committee on University Research

**Please provide a brief summary of why you are interested, and what experience you would bring to this/these Committee(s):**

*Your name will be forwarded to the Senate Committee on Nominations at their next meeting.*



## PRESIDENT'S REPORT: April 4, 2018

### GENERAL

The Federal Government released its budget on February 27 and, as had been widely speculated in advance, the budget included a series of investments in research. Generally speaking the budget has been described as positive news by Canada's research community, though it does not implement fully the recommendations of the Fundamental Science Review, with substantial investments having been made in the granting councils, the Canada Foundation for Innovation, and in Canada Research Chairs, among other initiatives.

The founding board selection committee continues its work to select board directors for UM Properties GP Inc., which will develop the former Southwood Golf Course land in accordance with the principles articulated in the Visionary (re)Generation Master Plan. The development of the Southwood lands is a transformational opportunity to connect the University and the community and while meeting the University's future needs.

University of Manitoba alumni have demonstrated tremendous interest in serving the University as an alumni representative on the Board of Governors. Twenty-five nominees from across Canada and the United States are seeking election for a three-year term, an unprecedented number of candidates. All alumni are eligible and encouraged to vote; [candidate bios](#) and [voting](#) are available online.

On October 30, 2017, the University revised the Responsible Conduct of Research Investigation Procedure in order to align and comply with the Tri-Agency Framework: Responsible Conduct of Research (the "RCR Framework (2016)"), which was revised on December 23, 2016. This revision allows the University to comply with the Tri-Agency guidelines as outlined in the RCR Framework (2016). It supports the University's strategic goal to champion excellence in research, scholarly work and other creative activities. Revisions include:

- Clarification of definitions of researcher responsibilities and corresponding breaches;
- Responsibilities for researchers participating in Agency review processes;
- Annual reporting requirements for the University;
- Clarification on how anonymous allegations will be considered; and
- Clarification on how allegations will be addressed when more than one institution is involved.

President David Barnard, Vice-President (External) John Kearsey and Acting Associate Vice-President, Donor Relations Vanessa Shaff, travelled to Hong Kong February 24 – March 3 to meet with donors and to host an alumni event on February 28. Hong Kong is home to the largest University of Manitoba alumni population outside of North America.

Members of the University community are reminded of the upcoming Distinguished Alumni Awards Celebration of Excellence on Tuesday, May 10, which will honour:

Paul Soubry – Lifetime Achievement Award  
Dr. Lorrie Kirshenbaum – Professional Achievement Award  
Tina Jones – Community Service Award  
Jan Lederman – Service to the University of Manitoba Award  
Dr. Shayne Reitmeier – Outstanding Young Alumni Award

## ACADEMIC MATTERS

- The Manitoba Dental Association honoured Dr. Anthony Iacopino, dean of dentistry, with its Distinguished Service Award for his sustained efforts to bring the Manitoba dental community together by improving relationships between the college of dentistry, University of Manitoba Dental Alumni Association, Manitoba Dental Association, Winnipeg Dental Society and Alpha Omega Dental Fraternity.
- Rotimi Aluko, food and human nutritional sciences, has been selected as a 2018 American Oil Chemists Society (AOCS) Fellow. The American Oil Chemists Society (AOCS) Fellow Award is a category of American Oil Chemists Society (AOCS) membership that recognizes achievements in science, or extraordinary service to the Society. Such contributions are not limited to research, but may include such areas as industrial achievement, leadership, education, administration, communications, or regulatory affairs.
- Frank Hawthorne, geological sciences, was appointed Companion of the Order of Canada in the New Year's Honours List.
- Ethan Amyotte, geological sciences, student, was selected by the Society of Economic Geologists (SEG) from 50 international applicants to attend a fully funded field trip to Ghana, Africa. Ethan was also selected by the Prospectors and Developers Association of Canada (PDAC) from 45 national applicants to attend the Student-Industry Mineral Exploration Workshop (S-IMEW) in Sudbury. These honors are based on the student's leadership skills and academic preparation.
- The Manitoba Medical Students' Association (MMSA) held a "Pack-a-Sac" drive in support of Agape Table. The MMSA held a fun competition between the four med. classes and pharmacy and collected warm clothing and toiletries to make backpacks to give to community members who are in need.
- On February 8<sup>th</sup> two films about Indigenous communities in Manitoba making things happen through dance and education will be screened at the Winnipeg Art Gallery. *Twilight Dancers* (Paola Marino, Theola Ross) about youthful leadership shining brightly in Pimicikamak Cree Nation, where young people use square dancing to help heal the wounds left by suicides in their community. *Our People will be Healed*, Alanis Obomsawin's 50<sup>th</sup> film, reveals how a Cree community in Manitoba has been enriched through the power of education.
- The Illuminate Speaker Series hosted by the College of Rehabilitation Sciences presented a public lecture by Dr. George Siemens on the topic *Massive Open Online Courses (MOOCs): Hope, Hype, Impact*. Siemens is an expert on the influence of technology and media on education, organizations and society. He spoke about how implementing learning analytics can benefit research and practice in health sciences education.
- André Picard, health columnist of the *Globe and Mail* and a University of Manitoba honorary degree recipient, delivered Clinical Health Psychology's annual Robert M. Martin Memorial Lecture on the topic "Building a Healthier Health System."

- The inaugural health sciences industry fair was held in the Brodie Centre Atrium on the Bannatyne campus. The free career fair featured 10 health-related exhibitors. The fair was organized by the health sciences Graduate Students' Association and University of Manitoba career services to help student's research job and volunteer opportunities and connect with employers.

## RESEARCH MATTERS

- On January 26, 2018 \$9.7 million in funding from the Canadian Institutes of Health Research was announced to project grant recipients at the University of Manitoba. Recipients are:

PI	Awarded	Title
Lavoie, Josée (Community Health Sciences/Manitoba First Nations Centre for Aboriginal Health Research)	\$1,575,900	Improving responsiveness across the continuum of kidney health care in rural and remote Manitoba First Nation communities (I-KHealth)
Karimi-Abdolrezaee, Soheila (Physiology & Pathophysiology)	\$1,059,525	Novel therapies to augment neurological benefits of cellular therapies for traumatic spinal cord injury
Driedger, S. Michelle (Community Health Sciences)	\$864,450	Changing the patient-PCP dialogue: fostering trust through joint clinical decision making
Mckenna, Sean (Chemistry)	\$784,125	Investigating the regulatory role of RNA-G4 helicases on telomerase activation.
Fowke, Keith (Medical Microbiology)	\$772,650	Reducing HIV target cells in the female genital tract: Determining the mechanism of inducing immune quiescence.
Dhingra, Sanjiv (Physiology & Pathophysiology/St Boniface Albrechtsen Research Centre)	\$749,700	Role of HSP90-alpha in preserving immunoprivilege of allogenic mesenchymal stem cells in the ischemic heart
Hatala, Andrew (Community Health Sciences)	\$745,875	Pathways to Resilience and Health Equity: participatory action research with Indigenous youth in four urban Canadian contexts
Azad, Meghan (Pediatrics & Child Health/Children's Hospital Research Institute of Manitoba)	\$742,050	The impact of soluble TLR2 and other immunomodulatory factors in breast milk on the development of allergic disease: translational research in pre-clinical models and the CHILD birth cohort
Mookherjee, Neeloffer (Internal Medicine/Immunology)	\$661,725	Innate Defence Regulator (IDR) peptides: Regulatory mechanisms in the control of asthma
Murooka, Thomas (Immunology)	\$573,750	Role of migratory DCs in HIV dissemination in vivo

Sibley, Kathryn (Community Health Sciences/George & Fey Yee Centre for Healthcare Innovation)	\$443,700	Advancing the Science of Integrated Knowledge Translation with Health Researchers and Knowledge Users: Understanding Current and Developing Recommendations for Integrated KT Practice
Slater, Joyce (Food Science & Human Nutritional Sciences)	\$393,976	FANS: Building Evidence to Inform Policies and Programs for Food and Nutrition Security in Manitoba Youth
Riediger, Natalie (Community Health Sciences)	\$359,551	Sticky money: Exploring the acceptability of a sugar-sweetened beverage tax among Canadian Indigenous populations

- On January 25, 2018 the awarding of two new Canada Research Chairs and another renewed was announced by MP Terry Duguid at the University of Manitoba. Dr. Frank Deer (Education) is the new CRC in Indigenous Education; Dr. Jörg Stetefeld (Chemistry) is the new CRC in Structural Biology and Dr. Salah Mahmud (Community Health Sciences) is the renewed CRC in Pharmaco-epidemiology and Vaccine Evaluation. The three CRCs will receive a total of \$2.4 million in funding.

Deer's research program will focus upon Indigenous education in school and community contexts. Specifically, how Indigenous languages can be revitalized in schools and communities. Stetefeld's research seeks to understand, in detail, the structure-function relationship of proteins as dynamic systems: how are they involved in signaling complexes related to human disease and how can they be used for biomedical applications. Mahmud leads a research program that provides actionable evidence for public health decision-making on preventing malignant and infectious diseases.

- Vice-President (Research and International) and Distinguished Professor Dr. Digvir Jayas was reappointed to the Natural Sciences and Engineering Research Council of Canada (NSERC), the only member to be reappointed from the previous cohort of members. Collectively, NSERC Council members represent the academic research and private sector communities in the natural sciences and engineering. The Council works to achieve the maximum strategic impact for Canada from the expenditure of public funds and to advance Canada's research and development agenda. His reappointment continues the legacy of service by preceding professors at the University of Manitoba, notably Dr. Joanne Keselman (2001 – 2008) and Dr. James Blatz (2009 – 2014).
- The winter issue of *ResearchLIFE* magazine was published in January. Highlights include: Dr. Dagmar Svecova (Civil Engineering) is solving problems such as the rehabilitation of old bridges to handle increased loads and focusing on infrastructure and testing new concepts and materials to solve critical structural problems. Dr. Maureen Flaherty (Peace and Conflict Studies) partners with Lviv Polytechnic and Academics without Borders to build bridges between communities, bringing people together across conflict to explore their common concerns and learn more about themselves and others. The power of data to improve healthcare for seniors in Manitoba is explored through the feature on nationally recognized expert on elder care Dr. Malcolm Doupe (Community Health Sciences/Manitoba Centre for Health Policy). Dr. Robert Duncan's research (Agricultural and Food Sciences) involving the Brassica Breeding Program and our legacy of canola research is also highlighted. [Read the full issue online here.](#)

- The twelfth annual Science, Engineering and Technology (SET) Day was held on campus on February 23, 2018 hosted and organized by the Office of the Vice-President (Research and International). More than 195 grade 11 and 12 students and their teachers participated in faculty-hosted hands-on activities: Hearts and Rec (Science), Pizza 101 (Agricultural and Food Sciences), Intro to Intelligent Robots (Science), Build-A-Bridge (Engineering), SERFing in the Arctic (Clayton H. Riddell Faculty of the Environment, Earth, and Resources) and Analyzing Your Moves (Kinesiology and Recreation Management). Let's Talk Science student volunteers provided hands-on microbiology activity. The participants listened to three SET Talks given by Dr. Julie Ho (Internal Medicine), graduate student Deirdre Khan (Biological Sciences/Graduate Studies), and Dr. Annemieke Farenhorst (Soil Sciences). Students and teachers were very engaged throughout the day both in the activities, talks and via social media (#SETDay2018).
- Eighty-four research projects led by 81 PIs received a total of \$1,960,949 in funding from various sponsors. Those receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Beta, Trust (Food and Human Nutritional Sciences)	NSERC Engage	Optimizing extraction conditions of Red Osier Dogwoods' ground leaves and bark to obtain product with optimum phenolic levels and shelf life properties	\$25,000
Birouk, Madjid (Mechanical and Manufacturing Engineering)	NSERC Engage	Improving the efficiency of heat exchanger using spray evaporative cooling	\$25,000
Gole, Aniruddha (Electrical and Computer Engineering)	Mitacs Inc.	Wide area measurement based robust damping controllers for power systems with embedded power electronic devices	\$59,000
Jolin-Dahel, Kheira (Family Medicine)	Manitoba Medical Service Foundation	A tool to predict cesarean delivery in rural and First Nations populations	\$30,000
Mark, Brian (Microbiology)	University of Alberta	Engineering human hexosaminidase for gene and enzyme therapies	\$60,250
Miller, Donald (Pharmacology and Therapeutics)	NSERC Engage	Nanoparticle based cell selective modulation of SSAT1	\$25,000
Mundy, Christopher (Centre for Earth Observation Science)	Polar Knowledge Canada	Southampton Island Marine Ecosystem Project (SIMEP)	\$162,500

Nyachoti, Charles (Martin) (Animal Science)	Anpario plc.	Response of <i>E. coli</i> challenged weaned pigs to dietary organic acid or zinc oxide supplementation	\$34,350
Paliwal, Jitendra (Biosystems Engineering)	Mitacs Inc.	Exploration of EMC characteristics for Manitoba-grown soybeans	\$61,183
Tachie, Mark (Mechanical and Manufacturing Engineering)	NSERC Engage	Surface-mounted bluff bodies immersed in deep turbulent boundary layers	\$25,000
Torabi, Mahmoud (Community Health Sciences)	Canadian Statistical Sciences Institute	Spatial modeling of infectious diseases: Environment and health	\$180,000

## ADMINISTRATIVE MATTERS

- Work continues on the review of the current Human Resources Information/Payroll Systems (HRIS/VIP) to either upgrade to the web-based version, or replace it entirely.
- Five Success through Wellness Grants grants were awarded for \$30,000 to nurture and encourage wellness in the University of Manitoba community.
- In support of the University of Manitoba's Sustainable Transportation Strategy and Visionary (re)Generation, the Office of Sustainability with Architecture and Engineering Services and the Campus Planning Office has worked with a consultant to develop a plan for pedestrian and cycling infrastructure improvements for Fort Garry and Bannatyne campuses. The Pedestrian and Cycling Plan incorporated feedback from the Campus community through Open Houses (350+ participants) and an online feedback portal. It provides a 15-year framework to deliver infrastructure to support the growing demand for active transportation on campus and improve connections to the surrounding community through the City of Winnipeg pedestrian and cycling infrastructure. The Plan provides direction on priority areas based on an assessment of existing conditions, safety considerations and the benefits in relation to the level of investment. It also provides a structured framework that will support phased improvements in concert with other adjacent construction and maintenance repairs such as for roads, utilities and parking lots. Based on the framework provided by this Plan, the Office of Sustainability has initiated work on a Pedestrian Cycling Plan for Smart Park which was not part of this study.
- In 2016, the Office of Sustainability conducted a baseline transportation survey of current commuting patterns and transportation needs for staff, faculty and students, contributing to the development of the Sustainable Transportation Strategy. A follow-up survey, conducted from January 22 – February 9, 2018, meets a Sustainability Strategy priority action item to implement a regular (biennial) transportation survey as an important monitoring tool for transportation performance indicators. The follow-up survey was completed by 6,785 staff, faculty and students; a 50% increase in participation from the previous survey. The results of this survey will continue to

inform strategic transportation planning around infrastructure, education and peer-based programs on campus.

- In partnership with the Health Sciences Graduate Student Association, the Office of Sustainability hosted a screening of Al Gore's *Inconvenient Sequel: Truth to Power* at the Bannatyne campus. This is the second event of this nature following the initial screening of the film in October 2017 and was attended by students, staff, faculty and community members. The film is available to University of Manitoba library cardholders as a DVD or online streaming platform. Several faculties and instructors have also contacted the Office of Sustainability to set-up in class screenings. The Office of Sustainability is investigating additional open screening events of the film in the fall 2018 to accommodate the new cohort of students.
- There is a research and technology park known as Innovation Place ("IP") in Saskatoon, which has been in operation for approximately 25 years. Given that IP has been running a successful operation for many years, the University thought it would be beneficial to visit IP in order to meet the key personnel there and learn more about its operations, in particular, if and how they charge out Park Wide expenses. On February 7, 2018 Naomi Andrew, Trish Faurischou and Larry Paskaruk met with Jackie Presnell (Executive Director of Marketing) and Debbie Haluik (Executive Director of Client Relations) at IP in Saskatoon. IP advised that all tenants of the park pay park wide common area costs (even tenants on a land lease). IP measures to BOMA '96 standard. IP has always had park common area costs in all of their leases. After the meeting, they provided us with the language IP uses in their leases with respect to common areas. The meeting was very productive and we came home with some very useful information and precedent wording.
- The Fundraising and Donation Acceptance Policy and Procedures should be finalized soon. The policy and procedure establish a framework for how the University solicits, reviews and accepts gifts. Both documents are in final revisions by both Legal and Donor Relations after which, both will move to stakeholder review with Libraries, Kinesiology and Recreation Management and University Secretary.
- The Sponsorship Policy establishes processes and provides guidance for the formation of partnerships between the University and the private sector. The Policy is ready for review by stakeholders while its draft Procedures are nearly completed. Final draft expected in early spring.
- Following the practice of numerous other Canadian universities, the Copyright Office and IST have developed "Website Terms of Use" for the University of Manitoba website. The Website Terms of Use presently appear in the lower right hand side of many University of Manitoba webpages, and will appear on other pages as they are updated.
- On February 9, 2018 the Human Rights and Conflict Management Officer along with the Director for Student Advocacy presented to Academic Administrators on Responding to Allegations & Disclosures of Sexual Harassment & Assault. The Vice-Provost (Academic Affairs) requested this training be adapted from the presentation provided at the Senior Executive retreat in December 2017. This is a new workshop for administrators.
- Following the introduction of the revised travel and business expense claims procedures in December, Crystal Prettie (Travel Services) and Mona Sodhi (Research Accounting) have completed

a first round of information sessions across both campuses. Over 200 people attended ten sessions. To date, the vast majority of feedback received on the changes has been very positive.

- Dining Services has a “flex station” in the University Centre Campo which is used to recruit outside vendors for the fall and winter terms, based on applications and a customer voting process. The supplier selected for the fall term, AFV Kitchen has been extended into one of our other Campo locations due to popular demand. The flex station supplier selected for the winter term, a joint venture between Bronuts and BDI, has also proven very popular. In January, we extended the flex station concept to the Bannatyne campus by opening a temporary location for Bronuts at that campus, again with positive customer feedback.
- The Office of Information Services and Technology is implementing a number of improvements:
  - Security Policy and Procedures are being reviewed by the unions before going to the Board of Governors for review and approval;
  - 2 Factor Authentication project is in progress;
  - Mobile device encryption project is in progress;
  - ARMC Cyber Security report will be presented March 6 2018;
  - Global Meltdown/Spectre vulnerability announced in January, University of Manitoba mitigated the risk by patching the various environments;
  - Network Switch Improvements (NSI) phase 2 (January 2018 to October 2018): evergreening switches on buildings, installing \$500K total switches (fiscal 2017/18) and \$700K (fiscal 2018/19); and
  - Wireless improvements at tunnels and buildings (August 2017 to July 2018): purchasing Access Points for FG tunnels at \$150K. Also performing comprehensive wireless survey of all buildings/tunnels at Fort Garry and Bannatyne.
- Campus Network Re-Design (January 2018 to March 2019) will provide redundancy for the Fort Garry campus network for \$900K. Will involve minimal physical infrastructure renovation as this is mostly logical network reconfiguration.
- CANARIE joint security project (August 2017 to November 2017): setting-up a Bro Network Security Monitor server now analyzing all traffic coming and leaving UofM as CANARIE’s prototype for 39 other institutions taking part in the project.

## **EXTERNAL MATTERS**

For the period of April 1, 2017 to February 23, 2018 University has raised \$27,156,163.66 towards the 2017/2018 fiscal year.

- As of February 23, 2018, \$310,495,376 in philanthropic gifts has been raised towards our cumulative campaign goal for 2017/2018 of \$305 million. Discussions continue with the provincial government regarding a \$150 million commitment towards the \$500 million Front and Centre campaign goal.
- Examples of gifts in the last reporting period include:
  - A \$600,000 gift (\$200,000/year over 3 years beginning September 2018) in support of the Youth in Care Tuition grants has been made anonymously by a foundation.



- The Duha family - Gwen Duha [BScHEc/1951], Rick Duha [BComm(Hons)/1982] and Karen Duha [BRS/1986] - gave \$167,270 to establish a graduate scholarship.
- The Campus Day Care Centre will contribute \$100,000 to the childcare expansion project, signaling their commitment to its success.
- The late Charles Allen Evans [LLB/1956] has generously designated \$150,000 through his estate to support the Faculty of Law and the University more generally.
- Significant events and activities in the last reporting period include:
  - At a tour of the College of Dentistry's Patient Care Clinic on January 15, Scotiabank announced their \$500,000 gift to enhance dentistry student training, increase access to oral health care and establish the Scotiabank Scholarship in Data Analytics.
  - More than 200 people attended Visionary Conversations on February 13 where the President moderated a panel that included Devon Clunis; Leisha Strachan [BPE/97, BEd/99]; Zilla Jones [JD/11] and Francis Amara [M.Ed./2010]. The event, presented in partnership with the Canadian Museum for Human Rights and the Winnipeg Black History Month Celebration Committee, was promoted through print and digital marketing efforts, contributing to strong attendance.
  - A new digital marketing strategy developed to increase applications to the Intensive Academic English Program (which prepares students for admission to University) drove increased traffic to the program's landing page from 2,163 recorded sessions in December to 8,800 sessions in January. Additionally, applications submitted rose 319%, growing from 32 to 134.
  - The Seniors Alumni Learning for Life Program's winter session is running from February 14 – March 7.
  - On January 31 the Faculty of Agriculture Students' Organization (FASO) recognized the Richardson Foundation's \$60,000 gift to the Richardson Aggie Student Lounge.
  - The New Fellow's Reception took place on February 15 in ARTlab, School of Art with 70 in attendance.
  - The *Reconciliation through Sports Conference*, designed to create dialogue about how sport can foster reconciliation, took place February 21-23 on the Fort Garry campus.
  - In support of UM's commitment to student mental health, an Instagram contest was initiated on @umstudent and timed to coincide with Bell Let's Talk day on January 31. Over a five-day period, the contest garnered 24 entries and over 1,000 engagements.
- Upcoming events and activities include the following:
  - The University will host Leadership Winnipeg for a day-long educational session on March 17. Leadership Winnipeg is a partnership between The Winnipeg Chamber of Commerce and Volunteer Manitoba for local leaders.
  - The 2018 Three Minute Thesis (3MT®) research final competition takes place March 21 at 7:00 pm in St. John's College. The 3MT® challenges students to consolidate their ideas and research discoveries so they can be presented concisely to a non-specialist audience.
  - The Seniors Alumni Learning for Life Program's spring session will run from April 4 – May 23. This session is sold out (80 registrants).
  - The Vice-President (External) and Dean of the Rady Faculty of Health Sciences will be traveling to Houston to meet with alumni and donors, and to host an alumni reception on May 21.
  - The Max Rady College of Medicine convocation will take place May 24.
  - The Fort Garry campus convocations will take place June 4-8.



UNIVERSITY  
OF MANITOBA

## TAKING OUR PLACE:

UNIVERSITY OF MANITOBA  
STRATEGIC PLAN

SHARING OUR PROGRESS

JANUARY 2015 — MARCH 2017



# MESSAGE FROM THE PRESIDENT & PROVOST

Reflection is an act in which we frequently engaged during the last year, the 140th anniversary of the University of Manitoba. To define where we are going, we must also understand how far we have come.

When *Taking Our Place: University of Manitoba Strategic Plan 2015–2020* was adopted by the Senate and approved by the Board of Governors in November 2014, we committed to reporting on its implementation; this report is part of that commitment.

Here, we reflect upon our progress on each of the five priorities identified in *Taking Our Place* and include some of the many accomplishments made from January 2015 to March 2017.

These shared successes provide insight into the many ways our faculties, administration and stakeholders are partnering together and engaging with the broader community to deliver on our collective institutional priorities.

While we have made substantial progress, a great many opportunities remain to be realized. As we mark our achievements, let us also embrace the renewal to come as we continue to move towards taking our place as a leading university in Canada.

Dr. David Barnard  
President and Vice-Chancellor

Dr. Janice Ristock  
Provost and Vice-President (Academic)

# EXECUTIVE SUMMARY

This mid-term report provides feedback on the progress of the five strategic priorities articulated in *Taking Our Place: University of Manitoba Strategic Plan 2015–2020*. The activities discussed in this report occurred between January 2015 and March 2017.

The University of Manitoba is a highly complex, decentralized organization with wide-ranging activities at multiple locations. While this report does not represent the full breadth and depth of all activities during the reporting period, it does provide insights into the many ways in which the faculties, administrative units and our stakeholders partner together and engage with the broader community to advance our collective priorities.

Substantial progress has been made on each of the strategic priorities identified in *Taking Our Place*, with many goals having been met or demonstrated noteworthy advancement. Highlights of these achievements are outlined below, followed by the steps we will take to move forward so that all goals are realized by the Plan's conclusion in 2020.

## PRIORITY 1: INSPIRING MINDS THROUGH INNOVATIVE AND QUALITY TEACHING

- *Optimized enrolment and mobility*: International undergraduate and graduate enrolments exceeded initial goals of 10 per cent and 20 per cent, respectively, and new initiatives such as enhanced English language courses, workshops and tutors have been introduced. The University also provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions.
- *Advancements in flexible learning*: 18 of the 33 recommendations outlined by the Blended and Online Learning Task Force have been fully implemented. Most notably, online course delivery and development was transferred from Extended Education to the Centre for the Advancement of Teaching and Learning, which has streamlined operations and procedures.
- *Classroom and laboratory upgrades*: Over 23 per cent of learning spaces have been renovated or upgraded, including: audio/visual upgrades to 164 instructional learning and meeting spaces; and a 40 per cent increase in wireless access points.
- *Innovative teaching*: The Teaching and Learning Enhancement Fund was established and supported 29 new projects by teaching faculty on innovative pedagogical and research approaches and teaching and learning scholarship. 66 faculty members have entered the Teaching and Learning Certificate program (TLC), a two-year competency-based program for faculty members in the early part of their teaching careers. 20 have graduated and 37 remain active in the program. The Certificate in Higher Education Teaching (CHET) program for graduate students was revised and graduated 87 students.
- *Incorporating Indigenous content*: The Indigenous Scholars Fund was established and helped appoint Indigenous scholars to six faculties to ensure that more graduates have an understanding of the importance and contributions of Indigenous peoples. An Indigenous Initiatives Fund was established and supported 22 different initiatives across the University.

Moving forward, more combined undergraduate and graduate academic program reviews will be taken to enhance program quality and sustainability. A University-wide approach to increasing experiential learning opportunities will be initiated by a new task force. Inclusion of Indigenous content in academic programs will be facilitated through creation of a new position of Vice-Provost (Indigenous Engagement).

Leadership development for academic administrators will be enabled through a partnership between the Office of the Provost and Human Resources. Finally, progress in Strategic Enrolment Management (SEM) will continue through the development of the next SEM plan with a strong focus on reducing student time-to-completion and on strategies for academic units to support the attainment of SEM goals.

## **PRIORITY 2: DRIVING DISCOVERY AND INSIGHT THROUGH EXCELLENCE IN RESEARCH, SCHOLARLY WORK, AND OTHER CREATIVE ACTIVITIES**

- *Increased funding:* Research income has increased from \$162.5 million to \$186.8 million due to outstanding achievements of our researchers, enhanced support for grants and contracts, streamlined processes and increased start-up funding for new faculty members.
- *Additional undergraduate support:* Undergraduate Research Awards (URAs) have increased, from 82 awards worth \$492,000 in 2015 to 102 awards worth \$663,000 in 2017, allowing more students to work on research projects with University professors. In 2016, 10 of the 102 URAs were dedicated to Indigenous students.
- *New professorships and chairs:* Eight positions have been created to develop and lead research in the areas of business ethics, neuroscience, traumatology, finance, agricultural risk management and insurance, leadership education, leadership research and multiple sclerosis.
- *Indigenous perspectives in research:* The University now hosts the National Centre for Truth and Reconciliation (NCTR) — the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission. Its affiliation with the University will enhance the ability of researchers to explore the impacts of Residential School experience and of educators to share the Indian Residential School history with future generations of students.
- *Internal grants programs:* Four programs were created to provide funds that foster collaborative research, scholarly work and other creative activities within and outside the University. The Small Research Equipment Funding Program will allow researchers to purchase and repair equipment or fabricate equipment not readily available.

Over the next two years, the number of Undergraduate Research Awards available will be further increased, providing more research experience for students. There will also be continued efforts to secure additional Research Professorships and Research Chairs, including NSERC Industrial Research Chairs. Priority will be given to the hiring and retention of core staff to support the mandate of the National Centre for Truth and Reconciliation. Finally, the use of electronic submission for grants and contracts is expected to decrease processing time.

## **PRIORITY 3: CREATING PATHWAYS TO INDIGENOUS ACHIEVEMENT**

- *Raised awareness of Indigenous perspectives:* New ways for students, faculty and staff to learn about Indigenous knowledge, cultures and traditions include the introduction of Indigenous Awareness Week, weekly fireside chats on Indigenous topics and a Pow Wow practice group. Establishing the Indigenous Scholars Fund and the Indigenous Initiatives Fund has helped to further embed Indigenous knowledge and perspectives into curriculum, programs and initiatives.
- *Improved self-declaration process:* Focus on increasing enrolment of Indigenous students while improving and promoting the self-declaration process resulted in an increase of over 10 per cent between 2015 to 2016, from 7.4 per cent of total enrolment to 8.1 per cent of total enrolment.

- *Strengthened partnerships:* In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint, uniting with all provincial post-secondary institutions and the Manitoba School Boards Association to advance Indigenous education and reconciliation.
- *Recognizing and celebrating achievements:* The Indigenous Student Awards of Excellence were established in 2017 to recognize exceptional student contributions to advancing Indigenous achievement at the University.
- *Increased student support:* Several initiatives by the Indigenous Student Centre and academic units are empowering continued student success, including access to scholarships and bursaries, transition programs, tutoring and peer-to-peer mentoring and the Qualico Bridge to Success program for transition of new Indigenous students into post-secondary education. Their success is evident in the increasing number of diplomas and degrees conferred each year.

Going forward, the Manitoba Collaborative Indigenous Education Blueprint will be implemented, including activities and events that support reconciliation. The Vice-Provost Indigenous Engagement will work with other administrative and academic units to attract and retain Indigenous scholars.

A final area of focus will be on ensuring that every student graduates with a basic understanding of the importance and contributions of Indigenous Peoples in Manitoba and Canada. Initiatives will include determining current Indigenous curriculum and further developing Indigenous content, while assisting academic staff in integrating Indigenous curriculum into courses.

#### **PRIORITY 4: BUILDING COMMUNITY THAT CREATES AN OUTSTANDING LEARNING AND WORKING ENVIRONMENT**

- *Indigenous planning and design principles:* Five principles were established through the Visionary (re)Generation project to guide planning and design on all University lands and campuses, making the University a leader in this area. The UMSU Bike Kiosk was the first project to be completed using these principles, incorporating ceremonies conducted by Elders for tree removal and replanting and a ground blessing.
- *Respectful and inclusive environments:* The University has taken many steps to build a welcoming community for all, including: launching its first Accessibility Plan beginning, implementation of the new mental health strategy Success Through Wellness, constructing a new childcare facility and development of a sexual assault policy.
- *Sustainability strategy:* The goal to support environmental sustainability was advanced by the new Sustainability Strategy 2016–2018, resulting in decreased consumption costs in water and natural gas and a 50 per cent increase in the diversion of recyclables from the waste stream.
- *Employee development:* Opportunities for professional development have increased substantially: nearly 200 in-person sessions are offered each year in addition to online resources. Significant emphasis has been placed on strong leadership skills through the Leadership Learning Program and the Academic Leadership Program.
- *Information security:* Information security practice was re-oriented to a technology- and risk-based rather than reactive approach, with a focus on education and awareness that engages all members of the University community. Modernizing systems and simplifying operations have also begun, with initiatives such as consolidating backup technologies from seven to two.

In the final two years of the Plan, IT policies and practices will be reviewed to best reflect the current environment and the needs of student, staff and faculty. Improvements in technology efficiency and

performance will be balanced with ensuring appropriate supports for the working and learning environment.

Increasing diversity in the University workforce will be another focus going forward, with related training for managers and those in hiring roles. An Indigenous Employee Recruitment and Retention Strategy will be developed and implemented and leadership development will continue. The process for prioritizing capital projects will be reviewed and enhanced to ensure capital planning is aligned with the University's highest priorities.

Finally, with the introduction of its new budget process, the U of M will work to fully implement the new model and supporting software to enhance budget development, planning and resource allocations.

## **PRIORITY 5: FORGING CONNECTIONS TO FOSTER HIGH IMPACT COMMUNITY ENGAGEMENT**

- *Multi-platform storytelling:* The UMToday News network, sharing stories of the university community's successes in learning, discovery and engagement, received over five million page views, with 60 per cent of traffic originating outside the university. Social media channels exceeded 205,000 followers worldwide and have experienced a 200 per cent increase in followers since December 2015. More than 120,000 alumni and friends worldwide read about the achievements of researchers, scholars, students and fellow alumni in the award-winning pages of **UMToday The Magazine**, launched Fall 2015 and published semi-annually and online.
- *Strengthened alumni relationships:* The Distinguished Alumni Awards and Seniors Alumni Learning for Life program are opportunities to create meaningful connections with alumni. The Distinguished Alumni Awards honoured 22 alumni and brought together over 1,100 students, faculty and government and community leaders. The Seniors Alumni program provides an opportunity to explore new ideas from researchers and fellow alumni on a variety of topics. 29 lectures have been held since Fall 2015.
- *Milestone fundraising:* The University achieved \$430,804,377 of its \$500,000,000 Front and Centre campaign goal as of March 31, 2017. 27,483 donors have contributed as of this date, of which 22,952 are alumni. These funds have created: 568 new student awards, bursaries, scholarships and fellowships; 18 new endowed Research Chairs and Professorships; and 29 new and upgraded buildings.
- *Long-term vision for Southwood precinct:* As part of the Visionary (re)Generation Master Plan, which will guide the development of the Fort Garry Campus over the next 30 years, seven large-scale events, 15 community conversations and five Neighbourhood Network meetings were held as part of a collaborative planning process.
- *Community outreach:* A wide range of community-focused events, performances and programs connect the University with thousands of Manitobans, out-of-province visitors and alumni and friends worldwide. The Visionary Conversations speaker series, addressing current topics ranging from poverty to reconciliation to refugees, held 19 events that attracted an audience of 3,000 in person and thousands more through digital engagement. Mini University achieved a 21.4 per cent increase in registrations for its summer programs, reaching 15,000 children annually.

Moving forward, achieving the Front and Centre campaign goal of \$500 million will support University priorities in the areas of Indigenous achievement, research excellence, graduate student support, outstanding student experience and places and spaces.

Faculty expertise will be showcased through the University's new partnership with Conversation Canada, a daily, independent online publication featuring topical news and analysis written exclusively by academics and researchers. The University will also develop a young alumni program incorporating both in-person and virtual events through partnerships with units across the University such as Career Services, Bison Sports and Mini University.

A focus will be placed on delivering integrated, best practice digital solutions for our internal and external community through efforts such as redesigning umanitoba.ca and modernizing the content management system.

## **NEXT STEPS**

The information contained within this report will help inform the University's collective focus for the balance of *Taking Our Place* and ensure all areas of strategic value are addressed. A final report will provide an overview of continued progress towards our strategic goals.



# ORGANIZATION OF THIS REPORT

This report on our progress is presented in sequence of the priorities as listed in *Taking Our Place: The University of Manitoba Strategic Plan 2015–2020*. Each section begins with an excerpt from *Taking Our Place* and proceeds to list all goals as originally published and provide updates on progress from January 2015 - March 2017 accordingly. To review the full strategic plan, please see: <https://umanitoba.ca/strategicplan>.

With the approval of *Taking Our Place*, there was a commitment to developing an assessment framework that would capture the qualitative and quantitative dimensions of the impacts of this plan. The University's relationship with the U15 group of universities has provided access to a significant amount of comparative quantitative data, and since 2015/16 the University has reported annually to the Board of Governors and Senate on a new set of institutional indicators, many of which are found throughout this report. There have also been many signs of progress which are not best represented by numbers. These stories are also excerpted throughout.

# TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT & PROVOST .....	i
EXECUTIVE SUMMARY.....	ii
ORGANIZATION OF THIS REPORT.....	vii
TABLE OF CONTENTS.....	viii
TABLE OF FIGURES.....	ix
I. INSPIRING MINDS <i>through innovative and quality teaching</i> .....	1
II. DRIVING DISCOVERY AND INSIGHT <i>through excellence in research, scholarly work and other creative activities</i> .....	16
III. CREATING PATHWAYS <i>to Indigenous achievement</i> .....	27
IV. BUILDING COMMUNITY <i>that creates an outstanding learning and working environment</i> .....	38
V. FORGING CONNECTIONS <i>to foster high-impact community engagement</i> .....	52
CONCLUSION.....	66

# TABLE OF FIGURES

Figure 1-1 Undergraduate Student Enrolment.....	2
Figure 1-2 Graduate Student Enrolment.....	3
Figure 1-3 Indigenous Undergraduate Enrolment as of November 2016.....	4
Figure 1-4 Indigenous Graduate Enrolment as of November 2016.....	4
Figure 1-5 Total Indigenous Enrolment as of November 2016.....	4
Figure 1-6 Total Enrolment and International Enrolment.....	5
Figure 1-7 International Undergraduate Enrolment.....	5
Figure 1-8 International Graduate Enrolment.....	6
Figure 1-9 Undergraduate Graduation Rate after 6 years .....	8
Figure 1-10 Master's Graduation Rate after 5 Years .....	10
Figure 1-11 Mean Number of Terms to Completion for Master's Degree .....	10
Figure 2-1 Number of Publications by UM Scholars .....	17
Figure 2-2 Undergraduate Research Awards .....	17
Figure 2-3 Poster Competition Registrations .....	18
Figure 2-4 Game Changer Competition .....	19
Figure 2-5 Technology Transfer Office Activities.....	20
Figure 2-6 Technology Transfer Office Royalties.....	20
Figure 2-7 Research Awards.....	21
Figure 2-8 Collaborative Internal Grants Programs .....	22
Figure 2-9 Percentage of U of M Publications with National Collaborations .....	23
Figure 2-10 Percentage of U of M Publications with International Collaborations .....	23
Figure 2-11 Graduate Students Enrolled in GradSteps Workshops.....	24
Figure 3-1 Indigenous Students by Indigenous Identity.....	29
Figure 3-2 Percentage of Students within a Faculty Self-Identified as Indigenous.....	30
Figure 3-3 Percentage of Indigenous Students Enrolled in Faculties and U1.....	31
Figure 3-4 Indigenous Students Degrees and Diplomas Conferred .....	31
Figure 4-1 UM Population, Fall 2016 .....	38
Figure 4-2 Self-Declared Employment Equity (by Equity Group).....	39
Figure 4-3 2016 Academic and Staff Population by Employment Group.....	43
Figure 4-4 Electrical Consumption History FG Campus.....	44
Figure 4-5 Natural Gas Consumption History FG Campus.....	45
Figure 4-6 Water Consumption History FG Campus.....	45
Figure 4-7 Preventative vs. Corrective Maintenance Work Orders Completed-FG Campus.....	46
Figure 4-8 Preventative vs. Corrective Maintenance Work Orders Completed-Bannatyne .....	46
Figure 4-9 Learning Space Renewal Projects.....	48
Figure 4-10 Total Number of Bike Parking Racks FG Campus .....	49
Figure 5-1 UM Alumni and Friends.....	53
Figure 5-2 UM Today Page Views .....	54
Figure 5-3 UM Social Media Subscribers .....	55
Figure 5-4 Mini U Summer Registrations .....	60
Figure 5-5 Active Living Community Memberships .....	60
Figure 5-6 Front and Centre Campaign Progress at Sept.30, 2016.....	63
Figure 5-7 Front and Centre Campaign Progress by Pillar at Sept.30, 2016.....	63
Figure 5-8 Philanthropic Goals and Achievements.....	64

Table sources: Office of Institutional Analysis or OIA; Office of the Vice-President (Research and International) or VPRI; Human Resources or HR; Office of Vice-President (Administration) or VP-Admin; Financial Planning Office or FPO; Office of the Vice-President (External) and SciVal.

# I. INSPIRING MINDS

## *through innovative and quality teaching*

The University of Manitoba is this province's research university; therefore, research informs our teaching and teaching informs our research. We provide a wide range of high-quality liberal arts, science and professional programs that are consistent with our mission and size and that equip our undergraduate and graduate students to be locally and globally engaged citizens.

We are committed to ensuring that our undergraduate and graduate students have an outstanding educational experience. They engage with their courses and programs in learning and related environments that best contribute to their success. They have access to experiential learning opportunities as well as proper recognition of their relevant learning outside of the University of Manitoba. Excellent professors who are properly recognized and rewarded for their skills and achievements teach them. And they understand the importance and contributions of Indigenous peoples in Manitoba and Canada.

### GOALS:

#### ***a. Maintain and sufficiently support an appropriate range of liberal arts, science and professional programs for Manitoba's research university in the context of stable or diminishing resources.***

As a medical/doctoral university, the University of Manitoba continues to deliver a comprehensive range of liberal arts, science and professional programs while attending to issues such as program duplication, tuition and course-related fees, strategic enrolment planning, university admission standards and barriers to student progress. University expenses continue to increase at a faster rate than our revenues and at the same time, enrolments at the University have, in aggregate, increased since 2010/11. The overall growth, encompassed within a lengthy period of tuition constraint, has contributed to concerns about our ability to maintain sustainable programming without careful, informed planning.

Factors impacting on program sustainability differ significantly across our faculties, with these differences most evident between those offering accredited and non-accredited programs (a number of the university's programs hold accreditation by provincial, Canadian and/or international professional accreditation bodies). To facilitate better planning, there is a need for more focused institutional data reporting and for improvements in the transparency and understanding of the relationship between program sustainability and resource allocation.

Over the last two years, a number of academic programs have undergone change and development. Examples include:

- The Rady Faculty of Health Sciences completed a revision of the Bachelor of Nursing program using a concept-based curriculum in which structured learning experiences integrate into all clinical courses to reinforce the theory-based curriculum.
- The Faculty of Agriculture and Food Sciences merged its departments of Textile Sciences and Biosystems Engineering, providing a more vibrant academic home for the Textile Sciences academics and graduate students.

- The Faculty of Kinesiology and Recreation Management has focused on curriculum renewal, undertaking a comprehensive review and renewal of its program offerings between May 2015 and January 2016. Changes arising from this review have subsequently proceeded to Senate for approval.

In addition, due to declining student interest or structural changes, a number of programs have had admissions suspended pending review. These include:

- Doctor of Philosophy program in Cancer Control;
- Bachelor of Human Ecology, General Human Ecology;
- Bachelor of Science (Textile Science), Product Development;
- Bachelor of Science (Textile Science), Textile Development;
- Master of Science in Family Social Sciences;
- Master of Science in Textile Science;
- Master of Arts in Icelandic Language and Literature;
- Post Baccalaureate Diploma in Agrology;

**b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba's research university.**

*The Strategic Enrolment Management (SEM) Plan: 2013–2018* established broad goals to help shape undergraduate and graduate enrolment at the University. While enrolments have been increasing from year to year, since 2012 the rate of growth in undergraduate student enrolment has slowed (see Figure 1-1), as have the rates of domestic enrolments. These enrolment trends are generally consistent with those of our U15 colleagues.

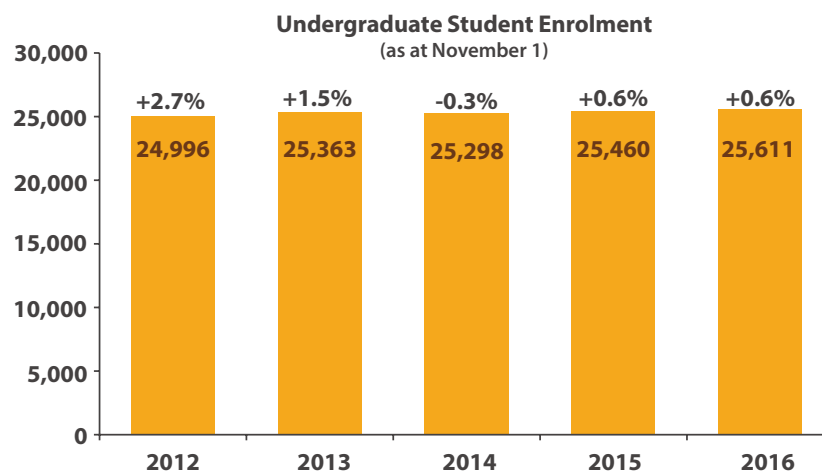


Figure 1-1 Undergraduate Student Enrolment

Source: Office of Institutional Analysis

A SEM Implementation Plan with strategies to achieve these goals was developed in 2015 under the leadership of the Vice-Provost (Students) and Vice-Provost (Graduate Education) and faculties were encouraged to develop their own plans to align with the University's broader SEM goals. For example, the

Faculty of Engineering has set an international student enrolment target of 15 per cent for its undergraduate program; the I.H. Asper School of Business has added a new Indigenous ancestry admissions category to provide for 10 additional Indigenous students to enter the undergraduate business program; and the Faculty of Education has implemented a diversity admissions policy.

Graduate student enrolment has been relatively stable, with modest overall growth from 2012 to 2016 of approximately 3 per cent (see Figure 1-2). Because graduate enrolments occur throughout the year, it is common to see some fluctuation on an annual basis. Funding is a major barrier to increasing this enrolment; students and departments note that graduate student funding levels at the University of Manitoba are low compared to other research-intensive universities.

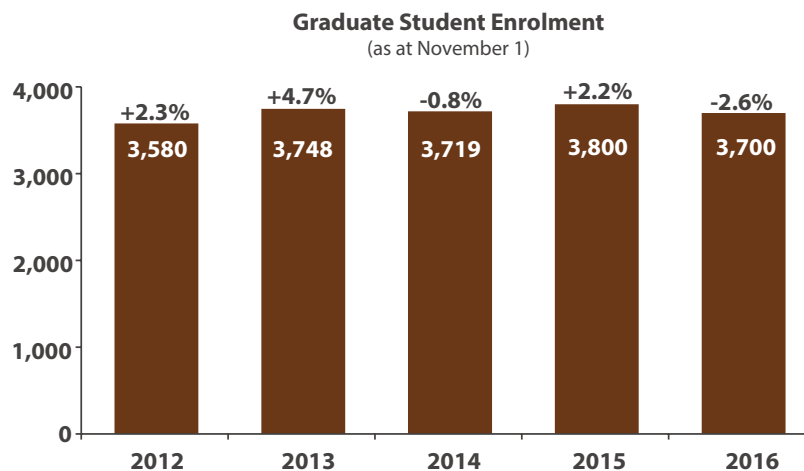


Figure 1-2 Graduate Student Enrolment

Source: Office of Institutional Analysis

SEM goals for a graduate student increase to 20 per cent of total enrolment and an Indigenous student increase of 10 per cent of the undergraduate student population and five per cent of the graduate student population students were ambitious. Undergraduate Indigenous enrolment has risen since initiation, while enrolment by Indigenous students in graduate programs has almost reached the five per cent goal. Increases to Indigenous enrolment have been positively influenced by initiatives such as improved programming and student supports, and outreach and recruitment initiatives. It is important to note that Indigenous enrolment data are based on self-declaration, and over time not all Indigenous students have chosen to declare their ancestry.

Since 2016, concerted efforts have been made to encourage all students to declare their Indigenous ancestry, a factor to be considered when interpreting the resultant enrolment increase (see Figures 1-3 to 1-5). The increase percentage may have been inflated by existing Indigenous students who have responded to our efforts to increase declaration, rather than reflecting actual new enrolments. Enrolment patterns will continue to be monitored closely over the duration of *Taking Our Place*.

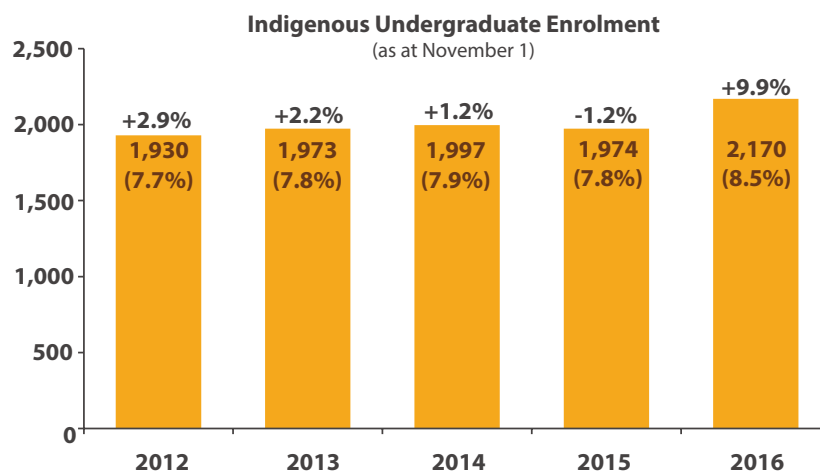


Figure 1-3 Indigenous Undergraduate Enrolment as of November 2016

Source: Office of Institutional Analysis

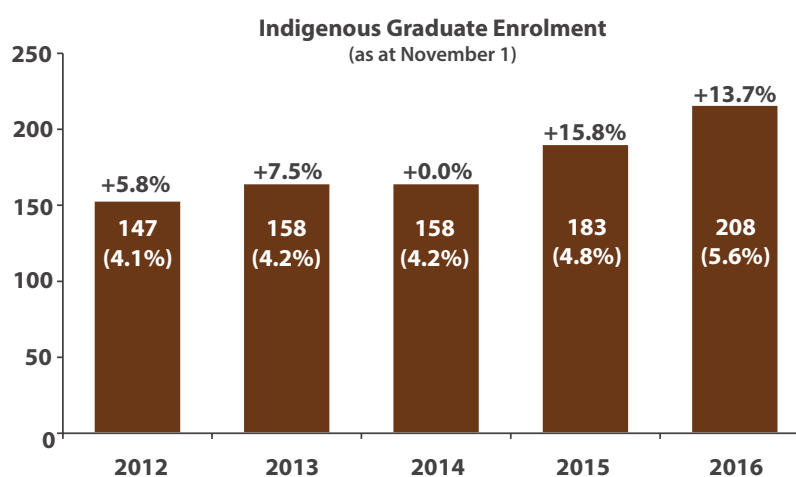


Figure 1-4 Indigenous Graduate Enrolment as of November 2016

Source: Office of Institutional Analysis

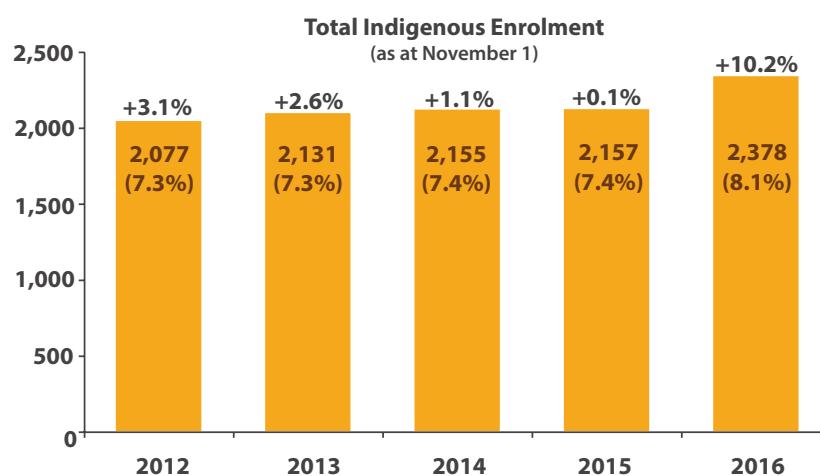


Figure 1-5 Total Indigenous Enrolment as of November 2016

Source: Office of Institutional Analysis

The SEM Plan also established goals for increasing international student enrolments as a percentage of the total student population. Undergraduate and graduate enrolments have both exceeded those initial goals of 10 per cent and 20 per cent of enrolment respectively. As figure 1-6 indicates, while total enrolment at the University remained relatively constant between 2014 and 2016, international student numbers have risen notably.

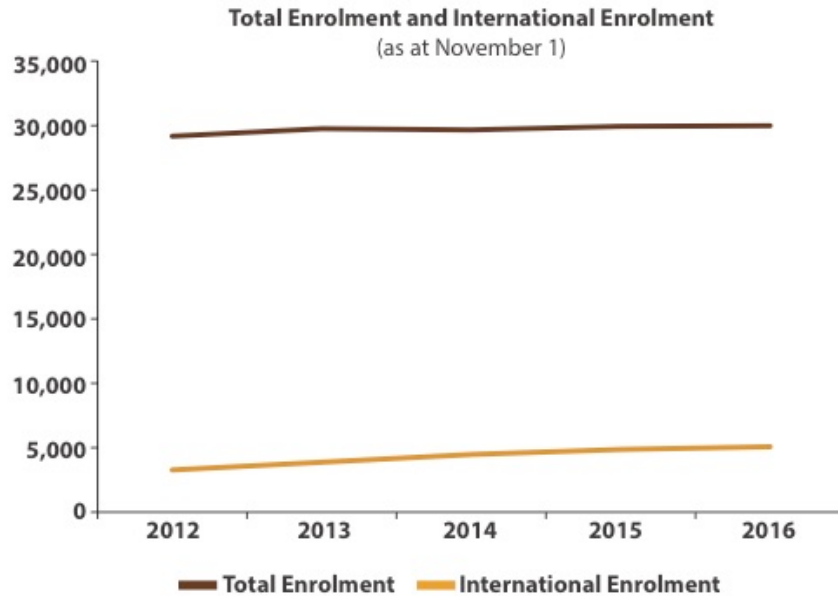


Figure 1-6 Total Enrolment and International Enrolment

Source: Office of Institutional Analysis

Figures 1-7 and 1-8 (following) depict the growth of both international undergraduate (almost six per cent, as seen in Figure 1-7) and graduate (almost eight per cent, as seen in Figure 1-8) enrolments between 2014 and 2016, building on steady increases since 2012.

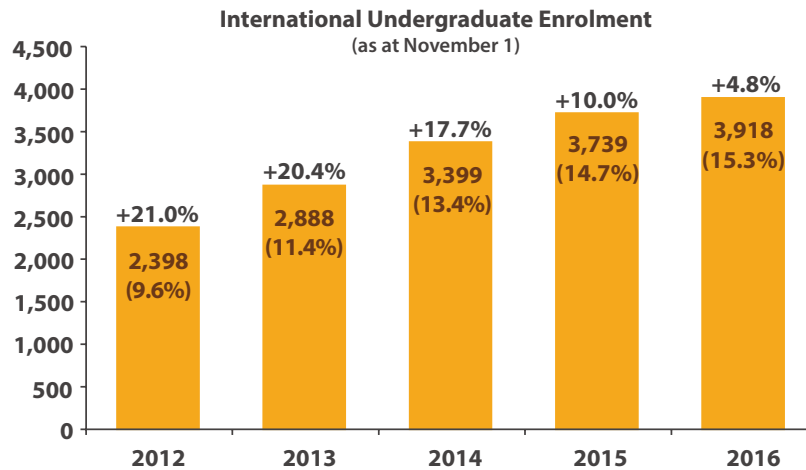


Figure 1-7 International Undergraduate Enrolment

Source: Office of Institutional Analysis



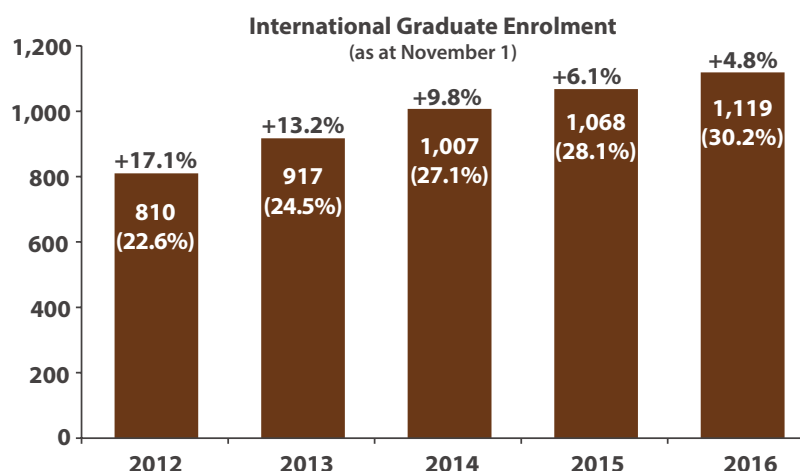


Figure 1-8 International Graduate Enrolment

Source: Office of Institutional Analysis

After the initial SEM goals were exceeded, in Fall 2015 a subcommittee of SEM — the International Enrolment Working Group (IEWG) — was established to review the international SEM goal. A review by the subcommittee of international enrolments at other U15 institutions confirmed that the University of Manitoba's growth in enrolment parallels similar increases across Canada. Arising from this, the IEWG recommended continued monitoring of international student numbers. In 2015/16, differential tuition fees for international students were increased, and a portion of those fees was directed toward enhancing financial, academic and student support programs and services for international students. A number of new initiatives were also introduced that have contributed to the success of our international students, such as:

- Providing additional scholarship and bursary support for both undergraduate and graduate students;
- Supporting English language development skills through: extra English as an additional language (EAL) courses and workshops, reading clinics, journal and technical writing boot camps and courses; and tutors for both undergraduate and graduate students, including an EAL Specialist (in the Academic Learning Centre, Agricultural and Food Sciences, Engineering, English Language Centre);
- Embedding academic supports within classes with high international student enrolment and providing supplemental instruction workshops (in the Academic Learning Centre and Faculty of Arts)
- Providing support to instructors through the addition of an internationalization faculty specialist in the Centre for the Advancement of Teaching and Learning;
- Enhancing and promoting academic integrity through workshops and International Academic Integrity Assistant and International Student Advocate positions in the Student Advocacy unit;
- Enhancing student experience (pre-arrival, orientation, transition and advising) by expanding student mentoring, leadership and peer programs, including adding an extra international student advisor, through the International Office, the Faculty of Arts, Faculty of Agricultural and Food Sciences, the Faculty of Education, the International Office, the College of Nursing, the Peace and Conflict Studies program and the U1 First Year Centre;
- Enhancing student mental health and wellness through the addition of an intercultural counseling specialist (Student Counseling) and an international support case manager (Student Support); and

- Addressing nutrition through the addition of a community kitchen in student residences.

**c. *Provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources.***

Of the 33 recommendations by the Blended and Online Learning Task Force, 18 have been fully implemented, two are in process to full implementation, nine are pending and two have been deemed to be no longer relevant.

One of the now-completed recommendations was to transfer responsibility for the delivery and development of online courses from Extended Education to the Centre for the Advancement of Teaching and Learning (the Centre). With this transfer of function, the streamlining of operations and course development procedures to facilitate additional flexible learning options for students has accelerated.

The University offers approximately 140 fully online (distance) degree credit courses each term, and that number is increasing. The Centre has implemented a faculty development program for those instructors wishing to create online courses for the development of flexible learning options. Faculties across the University continue to expand the delivery and development of online courses as part of their programs.

Academic units have been encouraged to consider delivery mode flexibility as they plan their programs and are assisted in providing appropriate support and services to students. To support this goal, a Flexible Learning Committee was established under the Provost's Office. The role of this committee is to lead the development of a flexible learning strategy for the University of Manitoba. The committee will also provide advice on the development of institutional capacity to support and enhance flexible learning through research on related practices, as well as teaching and learning support, academic program design, faculty development, quality assurance, academic workload, financing and compensation, services for students and fostering innovation.

Key to achieving this goal has been the ongoing upgrading of learning spaces to support a variety of teaching modalities. The University is committed to increasing wireless technological capability, the number of active learning spaces (including smart classrooms), the number of blended courses and programs and the number of courses using UMLearn and other learning management systems.

Strategic investment in the renewal of classroom and laboratories (learning spaces) also progressed between January 2015 and March 2016, with over 23 per cent of learning spaces renovated or upgraded to support our teaching mission. Further details on these investments are provided under Priority 4, starting on page. These renovations have affected most faculties across the University and include:

- Audio/visual upgrades to 164 instructional learning and meeting spaces;
- A 40 per cent increase in wireless access points, from 1,380 to 1,900.

Campus Manitoba, a consortium of Manitoba's public post-secondary institutions, has chosen the University of Manitoba (through the Centre for the Advancement of Teaching and Learning) as the host institution for the development and operation of a Manitoba Flexible Learning HUB, a new community for advancing teaching and learning through the use of technology at Manitoba's post-secondary institutions. The HUB is designed to be a funding and resource vehicle for the development of online courses across all post-secondary institutions in Manitoba. Five pilot courses and modules have been completed and the full production process has now been engaged with course developments for Brandon University and Université de Saint-Boniface.

**d. Ensure students are able to complete their programs and reduce time to completion.**

The Strategic Enrollment Management Plan: 2013–2018 established outcome goals at both the undergraduate and graduate levels that include improvements to student persistence and graduation rates. Although our first-to-second-year undergraduate persistence rates remain close to the U15 average, the six year graduation rate has continued to fall. Figure 1-9 demonstrates the graduation rate for the admission cohorts from 2005 to 2009. Note that all students beginning their studies in the same year (e.g. 2009) are assigned to a cohort and graduations from this cohort are assessed after six years to generate a graduation rate; for example, the graduation rate of the 2009 cohort is assessed in 2015.

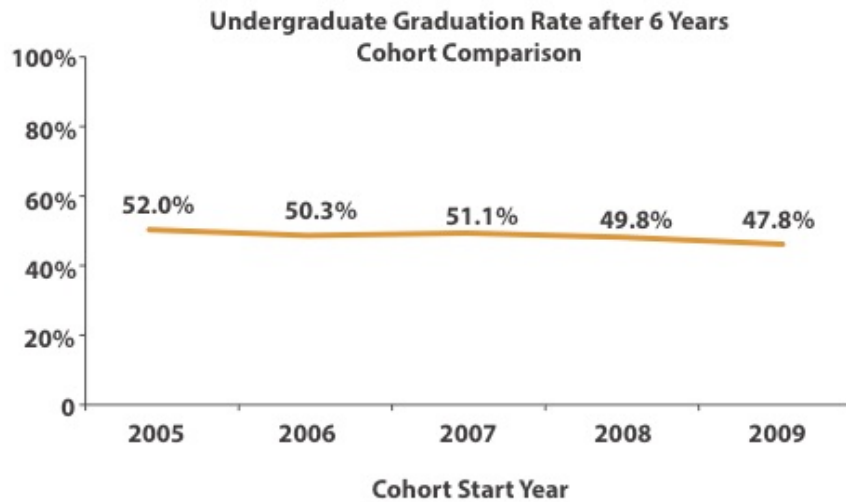


Figure 1-9 Undergraduate Graduation Rate after 6 years

Source: Office of Institutional Analysis

In 2016, a review commenced of University 1, undergraduate program direct entry admissions, and the first-year experience to provide a better understanding of student persistence, student academic success and to enhance undergraduate graduation outcomes. Early consultation with deans and directors to date has suggested the need to consider the following:

- Exploring broader entry to undergraduate direct entry programs;
- Reviewing U1 to provide undecided students more structure in choosing and registering for programs;
- Reviewing direct transit from U1 to the Faculty of Arts and the Faculty of Science and exploring progression rules in these three units; and
- Reviewing and enhancing support programs in U1 for Limited Admission students and students who are at risk, such as those on academic warning.

In spring 2016, an extensive review of the University of Manitoba's voluntary withdrawals (VW) and course-repeats experience led to a number of new academic policies and policy revisions, as approved by Senate, to support timely student progress. These include:

- Revisions to the student policy on Voluntary Withdrawals, last revised in 2005;
- A new policy and procedure addressing student Authorized Withdrawal;
- A new policy addressing Repeated Courses by students; and
- Revisions to the Grade Point Average policy, previously introduced on May 1, 2006.

The negative impacts associated with uncontrolled access to VW are closely linked to those arising from uncontrolled repeat attempts and include:

- High rates of degree non-completion and increased time-to-completion;
- Increasing student debt;
- A higher burden on teaching, learning and financial resources;
- Inequitable access to courses and programs and bottlenecks in required courses;
- Inflated entrance requirements for competitive entry programs; and
- Increased time to graduation.

Through the changes introduced, a number of these problems may be ameliorated, including a reduction in repeat attempts, a factor in course bottleneck issues.

A course waitlist option for registration was also implemented in 2016 to help address course bottlenecks that prevent students from accessing courses required for timely completion of their programs — a problem exacerbated by VW and course repeat numbers. The Registrar's Office will continue to work with academic units to refine the system to better meet both academic unit and student needs.

A new degree audit system was launched for advisors in select academic programs in late November 2016 and for students on March 6, 2017. This system will help students and academic advisors track academic progress, map degree requirements, estimate time to degree completion and find alternative degree paths. Work is continuing with remaining academic units to ensure all remaining undergraduate programs are added to the system. A complementary project, called Degree Compass, has been initiated to develop degree templates for students that integrate program and course requirements, career planning and co-curricular activities for each undergraduate program/major. This will help provide structure and direction to students in managing their academic programs and course selection. An early alert system is also under development to help instructors and advisors identify students who need student service and academic supports.

There has also been noteworthy activity at the Faculty level related to addressing time-to-completion for students, including:

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a series of pilot projects designed to improve first-to-second year retention through a restructured first year course using tutorials.
- The Faculty of Agriculture and Food Sciences initiated a review of time-to-completion for the Bachelor of Science in Agriculture program as part of a comprehensive program review. It has also reviewed course requirements for several graduate programs, resulting in reductions to the number of required courses in several programs, consistent with changes in other Canadian programs.

In addition, there are specific initiatives focusing on graduate students. The Faculty of Graduate Studies has encouraged units to eliminate potential roadblocks to timely progress including the elimination of unnecessary links or dependencies between program requirements that could act to delay timely processes, such as a requirement within a Ph.D. program that courses or the candidacy examination be completed before research is begun.

As Figures 1-10 and 1-11 demonstrate, graduation rates in masters programs have increased from 71.18 per cent to 78.5 per cent for cohorts beginning in 2005, compared with those starting in 2009. A concomitant decrease in the number of terms to completion (see Figure 1-11) is also evident for the same period, from 8.8 to 8.1 terms.

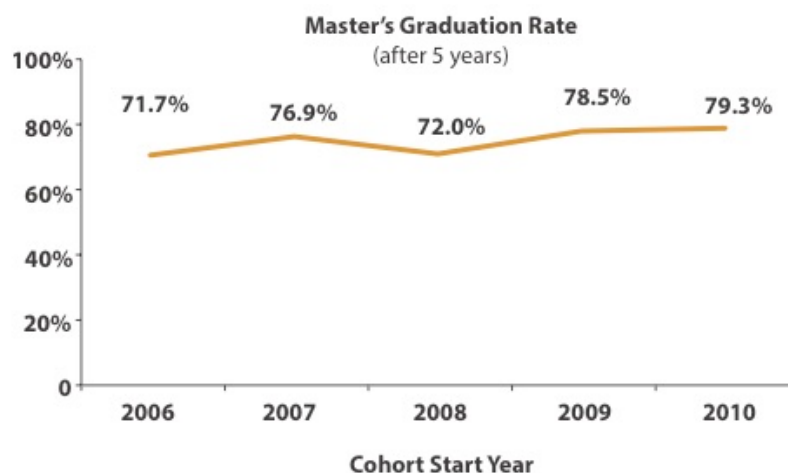


Figure 1-10 Master's Graduation Rate after 5 Years

Source: Office of Institutional Analysis

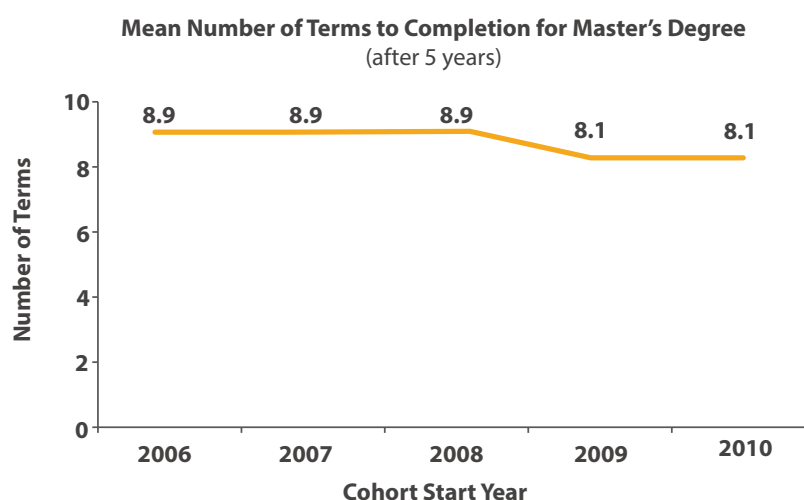


Figure 1-11 Mean Number of Terms to Completion for Master's Degree

Source: Office of Institutional Analysis

***e. Increase opportunities for experiential learning.***

The University is committed to increasing experiential learning opportunities for students. In order to advance progress in experiential learning initiatives, five external administrative reviews were conducted between 2014 and 2016 in the areas of co-op and work-integrated learning, international student mobility, undergraduate research and creative works, student entrepreneurship and community service learning.

One immediate area of action has been the establishment of a Co-operative Education Advisory Committee. Established through the Provost's Office, this committee works with Faculties that offer co-operative education programs to improve the quality of programs and services at the University. Community Service Learning initiatives have also been developed and expanded to engage students in opportunities intentionally designed to promote learning and development both domestically and internationally. Addressing human and community needs in Indigenous communities is an increasing focus of this work.

Experiential learning is already an important component of many academic programs at the University. Highlights of related recent initiatives in Faculties include:

- The Faculty of Engineering's strategic investment in their Co-operative Education/Industrial Internship program with additional staff that help students prepare for their co-op/industrial internship program (IIP) work placements, resulting in 400 work placements in 2016.
- The Desautels Faculty of Music's increase in student performances to ensure students have the opportunity to publicly perform music in various styles and genres.
- The Faculty of Kinesiology and Recreation Management's recent investment of \$50,000 for an exercise physiology teaching lab with high-performance data acquisition units for a hands-on experience of science.

In addition, the University of Manitoba continues to host the annual Big, Bold, Beautiful Breakfast gathering of over 100 students, staff, faculty, senior administrators, alumni, industry partners, government representatives and community members. Celebrating experiential learning initiatives and community partnerships, the event generates meaningful conversations and serves as an invitation to partners to help shape experiential learning at the University.

***f. Expect, recognize, promote and reward high quality and innovative teaching.***

To advance the goals for high quality and innovative teaching, the University has committed to three areas of action. The University has undertaken to: review faculty/school tenure and promotion guidelines to ensure teaching and the scholarship of teaching are appropriately and consistently recognized; establish teaching chairs to lead and facilitate teaching excellence; and increase opportunities for academic staff to complete the Teaching and Learning Certificate program through the Centre for the Advancement of Teaching and Learning (the Centre).

A committee led by the Vice-Provost (Academic Affairs) undertook a review of all Faculty/School tenure and promotion guidelines to evaluate recognition of teaching and the scholarship of teaching at the U of M. Feedback from this process will inform the revision of tenure and promotion guidelines. The Centre also provides leadership in this area through its role as a faculty development unit that works in collaboration with faculty and graduate students to provide leadership, expertise and support in fulfilling the teaching and learning mission of the University of Manitoba. The Centre's work includes:

- Creation of the Teaching and Learning Certificate (TLC) Program, a two-year competency-based program for faculty members in the early part of their teaching careers. Since its launch in 2014, 66 faculty members have entered the program, 20 have graduated and 37 remain active in the program. A fourth cohort (of 16) entered in September 2017. Due to high demand, two cohort entries are planned for 2018.
- Considerable revision since 2016 of the Certification in Higher Education Teaching (CHET) graduate student teaching program to provide more flexible options for graduate students. The program will be awarded the international Staff and Educational Development Association (SEDA) accreditation in February 2018, which will enhance the benefits for international graduate students. A total of 87 students have graduated since 2014.
- Development of an Instructional Skills Workshop specifically for sessional instructors. A 12-month pilot project was started in 2017 with a first cohort of eight completing the program in February 2017 and a second cohort of five in September. The next full cohort of 10 will enter in February 2018. The next ISW program phase is to train graduated session instructors to facilitate the ISW sessions within individual Faculties.

To celebrate teaching excellence at the University, two University-wide teaching awards have been revised: the Saunderson Excellence in Teaching award, for those with more than 10 years of teaching

experience, and the Stanton Excellence in Teaching award, for those with 10 years or fewer. Award criteria have been aligned with the Canadian 3M Fellowship criteria. A committee has been struck to encourage and review applications for the 3M awards; it has supported the submission of three 3M nominations in the past two years. The Centre provides support for the development of teaching portfolios and other nomination materials and the Marketing Communications Office provides expertise on the development of more uniform and professional submissions. Increased support for 3M nominations will provide the opportunity to better recognize the University's outstanding teachers.

*Teaching Life* magazine, supported by the Provost and Vice-President (Academic), is the sister publication to *Research Life* and celebrates teaching and learning excellence and innovation at the University. Three editions have been published during the period of this report.

The University also continues to support teaching innovation projects through the Teaching and Learning Enhancement Fund (TLEF). Created in 2014, the fund supports projects that explore new pedagogical approaches and the impact on learning, the scholarship of teaching and learning, and the integration of research and teaching in the classroom. Between 2014 and March 2017, 29 projects received support ranging from \$5,000 to \$15,000 for a wide variety of initiatives. Examples include:

- Online, self-paced support resource guides for Social Work distance delivery students (Faculty of Social Work).
- Educational development initiatives for teachers to assist students in navigating barriers with accessibility needs (Student Accessibility Services).
- Mobilizing Writing for/as Human Rights in Manitoba Schools (Faculty of Education).
- Using Actors as Simulated Social Work Clients (Faculty of Social Work).
- MATH 1010: Rethinking Course Structure to Enhance Overall Student Success (Faculty of Science).
- Attributional Retraining for Limited Admission Students (Student Academic Success).
- Evaluating Human Anatomy Education in an Undergraduate Medical Curriculum (Max Rady College of Medicine).
- The Hudson's Bay Company and the Canadian North in Literature (Faculty of Arts).
- Fit for Life and Learning (Faculty of Kinesiology and Recreation Management).
- Assessing the Impact of Voice-over PowerPoint Presentations (College of Dentistry).
- Nursing in the MIX: College of Nursing Blended Learning Course Initiative Pilot (College of Nursing).
- Communicating when the Stakes Are High (Max Rady College of Medicine).
- Expanding the service-learning approaches used in the Indigenous Planning Studio (Architecture).
- Enhancing Active Learning: Liaison Librarians teaching with Polling and Video Creating Tools (Libraries).
- A Comprehensive Placement Program: Gateways to Success (Faculty of Science).
- Culture within Culture, Living and Learning with Immigrant and Refugee families in Winnipeg (Faculty of Social Work).

Faculties also continue to promote high quality teaching. Examples include:

- The Rady Faculty of Health Sciences has created faculty-wide promotion and tenure criteria and processes that address the diversity of their faculty members' academic activities and recognize

the breadth and variety of teaching and scholarship across the Faculty's five Colleges, including innovative teaching, collaborative research and community engagement.

- The Clayton H Riddell Faculty of Environment, Earth, and Resources undertook a review of their tenure and promotion guidelines.
- The Department of Statistics in the Faculty of Science has developed a two-day Teaching Assistant program to support a new tutorial model for undergraduate statistics courses.

***g. Enhance student mobility.***

The UM has committed to three areas of action in support of the goal of enhancing student mobility:

- Increasing the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations;
- Establishing university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples; and
- Becoming founding partner in the creation of a provincial transfer credit database designed to encourage student mobility.

Related activities under this goal include the creation of a new policy on the transfer of external grades for academic credit and a revised official transcript format.

The University has provided leadership in the creation of a provincial transfer credit database designed to facilitate student mobility between Manitoban post-secondary institutions. This project has been undertaken in partnership with the University of Winnipeg, Brandon University, Université de Saint-Boniface, the University College of the North, Red River College and Assiniboine Community College.

The University has incorporated the development of local, national and international articulation agreements into the undergraduate program approval process to ensure that quality assurance of these programs is on par with the balance of our academic programs. These Senate-approved bilateral or multi-lateral agreements between the University and other recognized post-secondary institutions define the terms and conditions for consideration of admission and recognition of prior learning within the context of specific programs or credentials. Upon successful admission, students may receive established credit within a program at the University of Manitoba, shortening the path to the credential (typically a three-year or four-year degree) that is ultimately sought. Recognition of prior academic achievement may be in the form of advance standing or credit recognition, reducing the total credit hours required for credential completion. A full list of current articulation agreements with local and international post-secondary institutions is available at: <http://www.umanitoba.ca/student/admissions/documents/articulation-agreements.html>

The Faculty of Graduate Studies has also introduced a collaborative Ph.D. structure, which will provide opportunities for outstanding graduate students to receive training and exposure to research and scholarship at both the University of Manitoba and a collaborating university outside of Canada. This structure is also expected to facilitate collaborations between U of M faculty and researchers at other international institutions.



***h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.***

The University is committed to identifying options to ensure that Indigenous content is included in academic programs and to providing educational opportunities for academic staff members that will facilitate the incorporation Indigenous knowledge into all program areas. More detail is provided in this report's section on Indigenous Achievement (Priority 3).

To support this goal, three workshops for academic administrators have been offered since 2015:

- Decolonizing the University: What Can Academic Leaders Do?;
- Indigenous Student Experience in Post-Secondary Education; and
- Decolonizing Education.

The Office of the Provost, through the Executive Lead for Indigenous Achievement initiated a preliminary inventory of current course offerings that include Indigenous content and perspectives. It hosted four student engagement sessions on Indigenous content between February and April 2016, collaborating with the Centre for the Advancement of Teaching and Learning (the Centre) and the Department of Native Studies to develop a workshop series on integrating Indigenous knowledge into the classroom. The first cohort of participants will begin in spring 2018. An annual Indigenous Awareness week has been established, which focused on treaties, traditional knowledge and elders in 2015 and in 2016, on integrating Indigenous perspectives into the curriculum.

An Indigenous Scholars Fund to support the recruitment of Indigenous Scholars is another significant initiative. In 2016, funding for the appointment of six Indigenous scholars was allocated to faculties of Arts, Science, Kinesiology and Recreation Management, Agriculture, and Education, with a joint position shared by the Faculty of Architecture and the Faculty of Engineering). An additional six scholars will be funded in 2017. These investments support the U of M's commitment to foster the development of the next generation of Indigenous leaders and ensure that all students graduate with an understanding of the importance and contributions of Indigenous peoples.

Individual Faculties have also implemented activities in support of this goal. Examples include:

- The Faculty of Law will require all law students to take a course on Aboriginal people and the law, in response to the Truth and Reconciliation Commission's (TRC) Call to Action 28. The course will include the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations;
- The Faculty of Social Work launched its new Master of Social Work in Indigenous Knowledges (MSW-IK) and received Senate approval for a new Indigenous knowledge cluster in the MSW to work in complementary fashion, ensuring access to Indigenous-focused curriculum for all of its graduate students;
- In response to the TRC, the Faculty of Education hosted a three-day symposium on re-visioning teacher education and is developing an Indigenous Teacher Education Program;
- The Faculty of Architecture hosted a Dean's Lecture Series on Indigenizing the Curriculum;
- I.H. Asper School of Business has begun to embed Indigenous content into the curriculum and hosted an Indigenous learning day for faculty and staff;
- The Max Rady College of Medicine introduced an Indigenous Health Longitudinal Course;
- The Arts Faculty Council Executive Committee has begun discussions on ensuring Indigenous knowledge for students in the Bachelor of Arts and the Bachelor of Arts Integrated Studies.

***i. Provide accessibility and reasonable accommodation in all of our programs for students with disabilities.***

The U of M Senate has mandated that Bona Fide Academic Requirements (BFARs) are developed for all programs. A BFAR is a component of an academic program that has been determined as essential and cannot be waived without compromising the integrity of the program.

Under the leadership of the Centre for the Advancement of Teaching and Learning (the Centre), the University has established a BFAR development process that includes a schedule and resource guides to facilitate units developing these essential skills documents for professional programs. The Centre is assisting programs with the development of their BFAR statements and rationales, and an interdisciplinary committee is available to provide advice. Senate must approve all BFARs, as well as essential skills and abilities documents.

General BFARs for graduate programs have been drafted, and subsequently approved by Senate. Consultations between other programs and the Centre continue.

Other initiatives in support of this goal include:

- Revision of the University's Accessibility Policy and Procedures, which were approved effective January 1, 2015 and distributed to the University community;
- Creation of faculty/college/school Accessibility Advisory Committees and Accommodation Teams help to facilitate accommodations for students and monitor trends;
- Creation of an Academic Accommodation Appeals Policy and Committee;
- An Assistive Technology Centre opened in February 2016 to provide services to students with disabilities and support for staff members using accessible technology;
- Development of an Accessibility Plan in support of and compliance with the provincial Accessibility for Manitobans Act, including creation of an online training course on the customer service standard in conjunction with other post-secondary institutions in Manitoba; and
- Accessibility presentations and development of online materials (e.g. faculty and staff handbook) to assist the University community in providing accommodations to build awareness and understanding.

***j. Ensure students have the information required to understand the goals and anticipated outcomes of our programs.***

The U of M is committed to providing students with a greater understanding of the goals and anticipated outcomes for all programs. The BFAR initiative provides students with a clear understanding of the essential requirements of a program.

A revised Responsibilities of Academic Staff with Regards to Students (ROASS) policy was developed and came into effect September 1, 2016 to ensure all course syllabi provide clear information to students regarding course content and assignments. The Centre for the Advancement of Teaching and Learning (the Centre) has also conducted workshops on the development of course syllabi and provides templates for both online and face-to-face courses.

## II. DRIVING DISCOVERY AND INSIGHT through excellence in research, scholarly work and other creative activities

The University of Manitoba — Manitoba's research university — has a tradition of excellence in research, scholarly work and other creative activities spanning over 140 years, having made seminal contributions in many fields and finding life-changing solutions to problems being faced by peoples of Manitoba, Canada and the world through fundamental and applied research.

Over the next five years, we will champion excellence in research, scholarly work and other creative activities and increase our position within the top fifteen research-intensive universities in Canada. We will retain our strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, humanities and creative activities.

Our broad research directions will continue to evolve through developing and expanding research collaborations at institutional, regional, national and international levels. Through strategic investments, we will build and grow existing and emerging areas of research excellence and generate ideas and knowledge that will help address the most pressing issues facing Indigenous peoples, other Canadians and global citizens. We will enhance our reputation on the international stage and provide our undergraduate and graduate students with an exceptional and transformative research experience to succeed in their chosen careers.

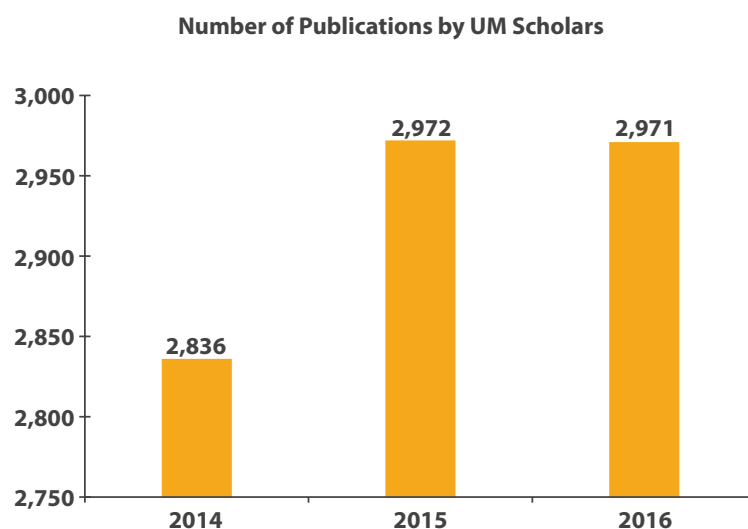
### GOALS

***a. Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities.***

The University has continued its commitment to supporting a comprehensive range of research, scholarly work and creative activities. The University has facilitated several changes in the Office of Research Services, including specialized staff to assist with research grants and contracts, streamlined processes, pre-approved contract forms and the creation of several internal research programs. Funds have also been allocated to assist with enhanced start-up funding for new faculty members.

Together, these supports and our researchers' dedication to research, scholarly work and other creative activities have allowed the University to increase its share of sponsored research income from \$162.5 million to \$186.8 million.

Over the period of this report, publications by University of Manitoba scholars have increased, building on gains made since 2014 (see Figure 2-1). During the period of this report the percentage of these publications in top journals has also increased slightly, from 33.3 to 34.6 per cent.



\*Note: SciVal draws on the Scopus database that includes more than 23,000 journals. The humanities and social sciences are not as well represented in this database as other fields.

Figure 2-1 Number of Publications by UM Scholars

Source: SciVal

Additional supports are provided to researchers through Undergraduate Research Awards (URAs). This program supports 100 undergraduate students each year, allowing them to work on research projects with U of M professors. URAs are funded by the Office of the Vice-President (Research and International) as well as by Faculties. The number and amount of the awards have been increased over the past few years; see Figure 2-2. In 2016, 10 of the 100 URAs were dedicated to Indigenous students. Two additional awards are funded by the Social Sciences and Humanities Research Council General Revenue fund.

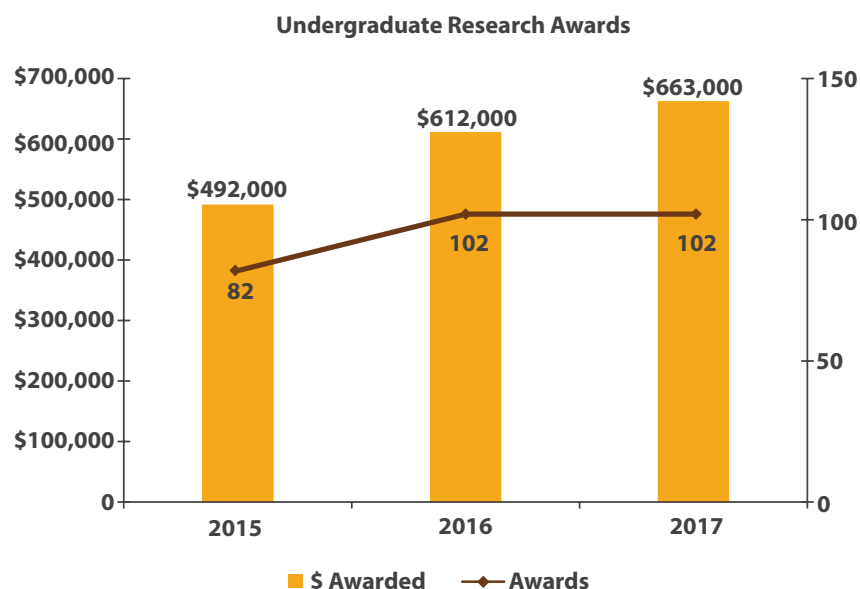


Figure 2-2 Undergraduate Research Awards

Source: Office of Vice-President (Research and International)

A poster competition each fall provides an opportunity for undergraduate students to display the research projects they have worked on with researchers. Participation in this event includes students from all faculties and areas of study. The number of students participating at the poster competition has increased since 2014 (see Figure 2-3).

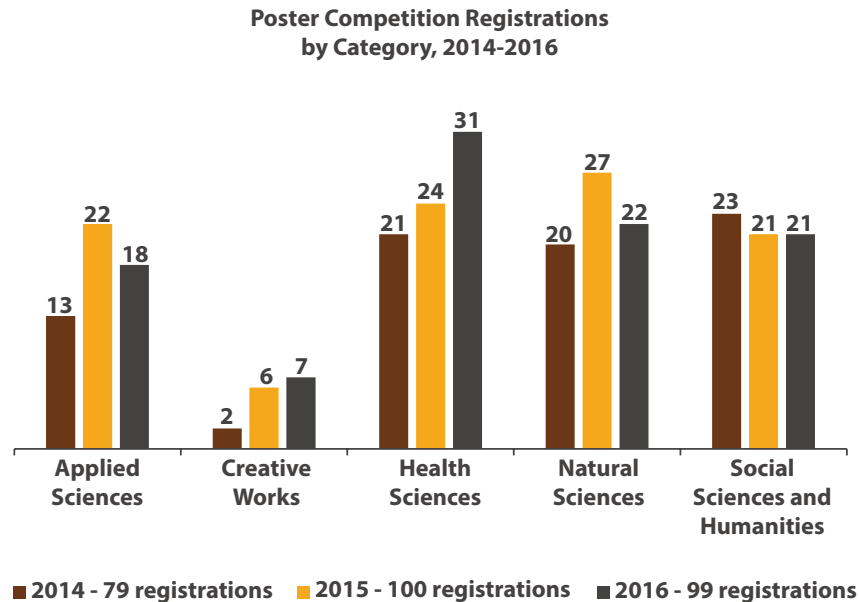


Figure 2-3 Poster Competition Registrations

Source: Office of Vice-President (Research and International)

Graduate students have access to student conferences and/or travel support and Graduate Enhancement of Tri-Council Stipends (GETS). As well, research discussions, seminars and workshops are held in many faculties, colleges and departments, providing numerous networking and collaboration opportunities.

The University has developed plans to increase the number of research chairs and professorships to develop and lead research in a range of areas. This is a list of newly created research positions:

- Professorship in Business Ethics;
- Professorship in Neuroscience;
- Professorship in Traumatology;
- Bryce Douglas Chair in Finance;
- Chair in Agricultural Risk Management and Insurance;
- Chair in Leadership Education;
- Chair in Leadership Research; and
- Waugh Family Chair in Multiple Sclerosis.

During the development of the University's Strategic Research Plan, multi-disciplinary groups representing a diverse range of research interests were brought together in order to derive the signature research areas and the research themes represented in the Plan. Several of these groups (e.g. sustainable water

management systems; safe, healthy, just and sustainable food systems) have continued to meet and foster interdisciplinary approaches to research.

In 2015 the University successfully established the Game Changer Competition. This program provides opportunities for emerging entrepreneurs to work with potential employers, advisors and partners. The competition stimulates entrepreneurial thinking by students, the public and faculty and encourages teamwork within and among wide-ranging disciplines, engaging non-traditional fields to collaborate with traditional entrepreneurial fields. This multi-phased competition has individuals and teams submit problems and challenges, from which up to five problems or challenges are chosen for solutions to be provided.

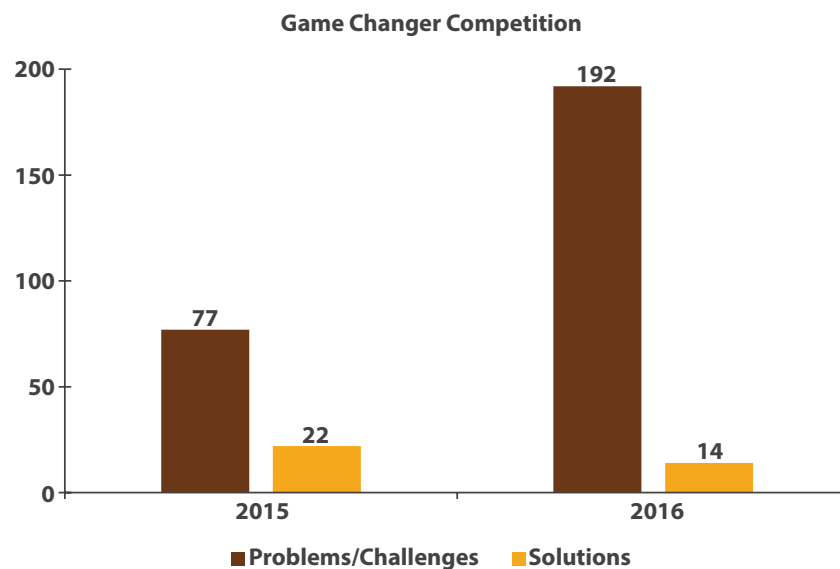


Figure 2-4 Game Changer Competition

Source: Office of Vice-President (Research and International)

In Phase Two, teams create solutions to the problems and challenges. In the final phase, teams give five-minute presentations; teams are composed of individuals affiliated with a post-secondary institution, representing at least two faculties/schools/degree programs. In 2015, only University of Manitoba students were eligible to participate; in 2016, the competition was opened to all post-secondary education institutes in Manitoba. In 2017, the competition was open to all Manitoba residents over the age of 16 (See Figure 2-4).

The Technology Transfer Office provides metrics on items such as disclosures, patents and start-ups (see Figures 2-5 and 2-6) to recognize accomplishments within the University and broader communities.

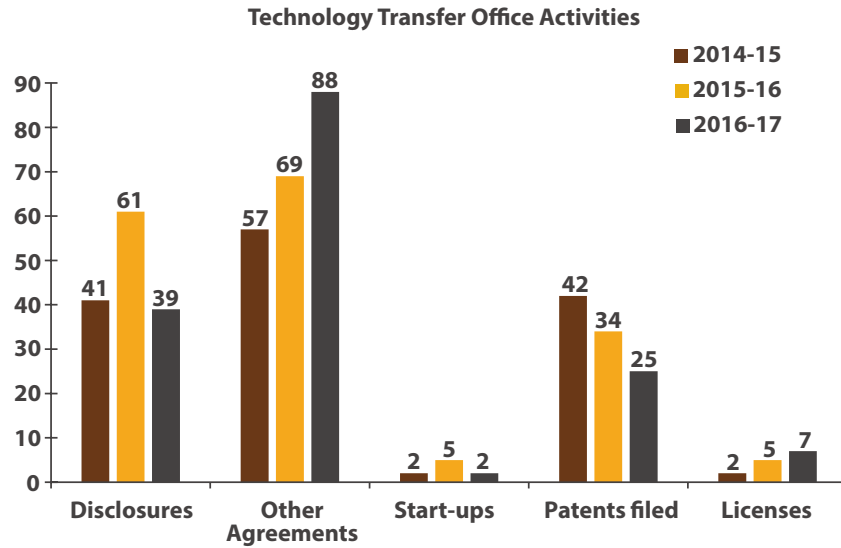


Figure 2-5 Technology Transfer Office Activities Source: Office of Vice-President (Research and International)

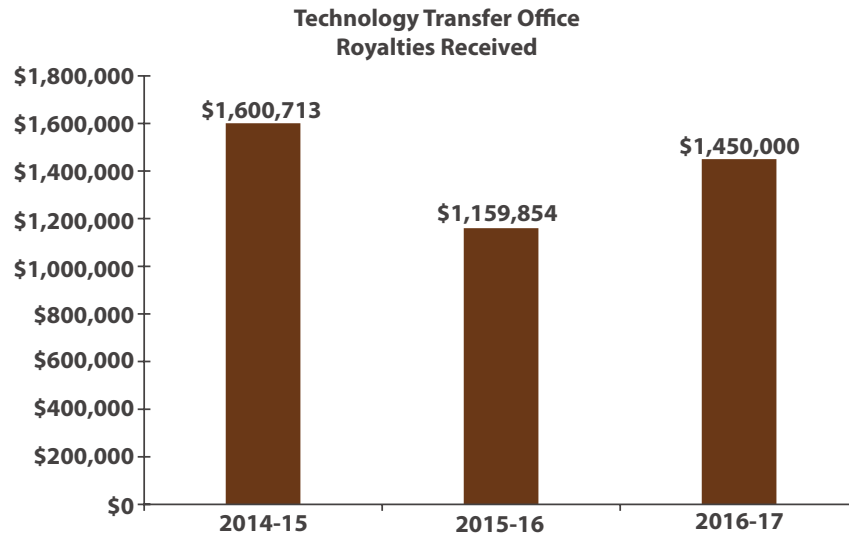


Figure 2-6 Technology Transfer Office Royalties Source: Office of Vice-President (Research and International)

To ensure recognition of the University's researchers and their work, annual nominations are made to national and international awards (See Figure 2-7). University of Manitoba researchers have received a number of awards, including Royal Society of Canada Fellowships, which recognize remarkable contributors in the arts, the humanities and the sciences, and in Canadian public life; and an Ernest C. Manning Principal Award, which recognizes and rewards Canadians who have conceived, developed and successfully marketed an innovative product or process.

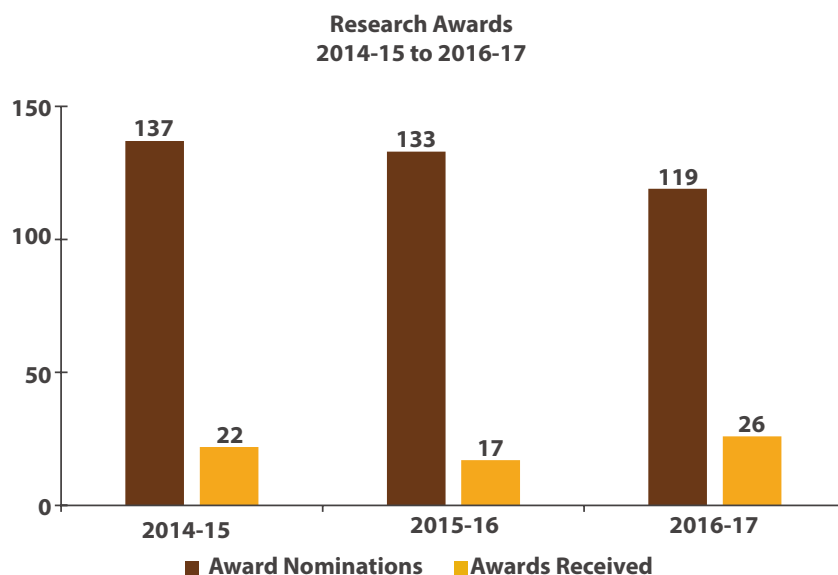


Figure 2-7 Research Awards

Source: Office of Vice-President (Research and International)

Faculties recognize, support and reward high quality and innovative research, scholarly work and other creative activities, providing support for developing competitive research proposals to external funding agencies in a number of ways. These include: funding; pre-submission reviews; special supports for new faculty including mentors; and protected research time or teaching release.

Individual faculties have also focused on supporting and recognizing high quality and innovative research, scholarly work and other creative activities. Examples include:

- The Faculty of Arts holds an annual event, *Arts Celebrating Arts*, to recognize faculty, staff and student accomplishments.
- I.H. Asper School of Business has adapted its tenure, promotion and accreditation guidelines to better recognize high quality research and now places greater weight on high quality research. It also hosts an annual research day for faculty and graduate students to present their work with top research projects receiving recognition and provides an annual Research Award, funded by the Associates of the Asper School.
- The Faculty of Kinesiology and Recreation Management opened an Applied Research Centre in the Active Living Centre, which provides 10,000 square feet of research space that is shared across the academic unit, Bison Sports, and Recreation Services.

***b. Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners.***

To support this goal, the University of Manitoba has committed to increasing the role of research institutes, centres and groups in facilitating collaborative research. A noteworthy accomplishment in this regard is the ongoing development of an agreement to be used between affiliated institutions (U of M with Winnipeg Regional Health Authority and Health Sciences Centre) to decrease the review time necessary for multi-party contracts.

Several internal grant programs were created to facilitate collaborative research and support scholarly activities. These include the University Collaborative Research Program, University Indigenous Research



Program, and the University International Programs and Projects Seed Fund (see figure 2-8). While all of these programs have specific criteria, the focus is on providing funds to foster research, scholarly work and other creative activities within and outside the University. A Small Research Equipment Funding Program has been created to support researchers in purchasing and repairing equipment or fabricating equipment that not readily available.

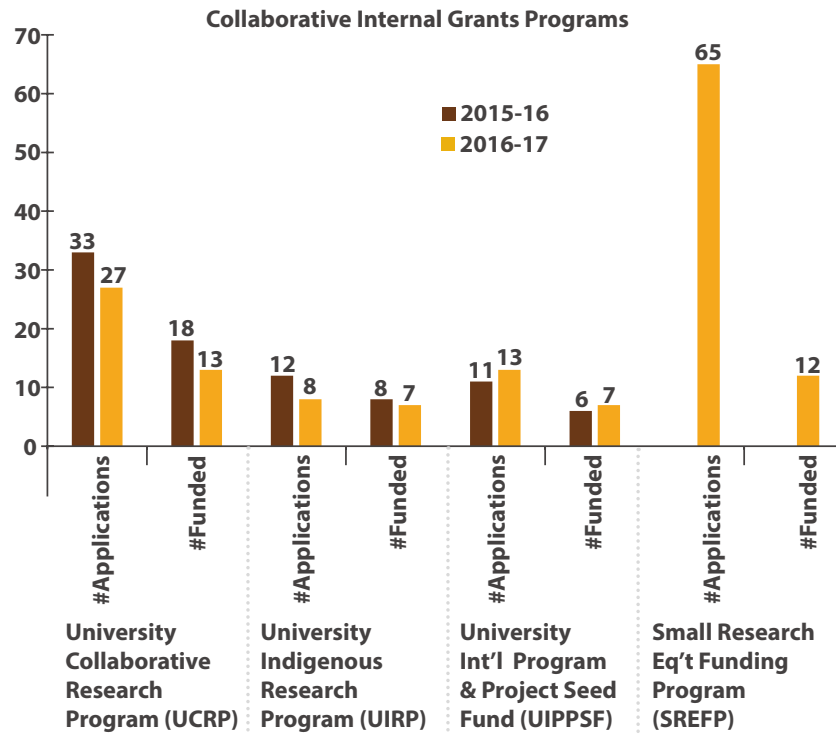


Figure 2-8 Collaborative Internal Grants Programs Source: Office of Vice-President (Research and International)

Multi-disciplinary groups from the signature research areas and the research themes represented in the Plan continue to meet and foster interdisciplinary approaches to research. Directors of research centres/Institutes have also met to discuss collaboration.

The Technology Transfer Office at the U of M is the lead institution for Western Canadian Innovation Offices (WCIO), a collaboration of 46 academic institutions (universities, colleges and polytechnics) that facilitate business-led research and development. As part of this partnership, \$1 million in funding leveraged over \$6 million in industry-led research in 2016-2017. Key to its success has been the establishment of business development positions co-funded through WCIO and through other business and academic partnerships. One of the seven positions developed was housed at the University of Manitoba.

Several partners, including the province of Manitoba and The Canada Foundation for Innovation, have provided funding to support the establishment of the Churchill Marine Observatory (CMO). This research facility will position Canada as a global leader of research and technological development in several areas, including detection, impacts and mitigation of oil and contaminant spills in sea-ice covered waters.

Another important action in support of this goal has been a review by faculties and schools of their tenure and promotion guidelines to ensure recognition of the value of developing effective partnerships and the

time involved in carrying out community-based and international research. This effort is tightly linked with the work of the working group on tenure and promotion discussed in Priority 1.

The Centre for the Advancement of Teaching and Learning (the Centre) promotes the scholarship of teaching and learning across the University. Faculty are encouraged to engage in classroom-based research, which will in turn provide opportunities for external grant funding and publications.

Figures 2-9 and 2-10 show the percentage of University of Manitoba publications with national and international collaborations, both of which have increased during the period of this report.

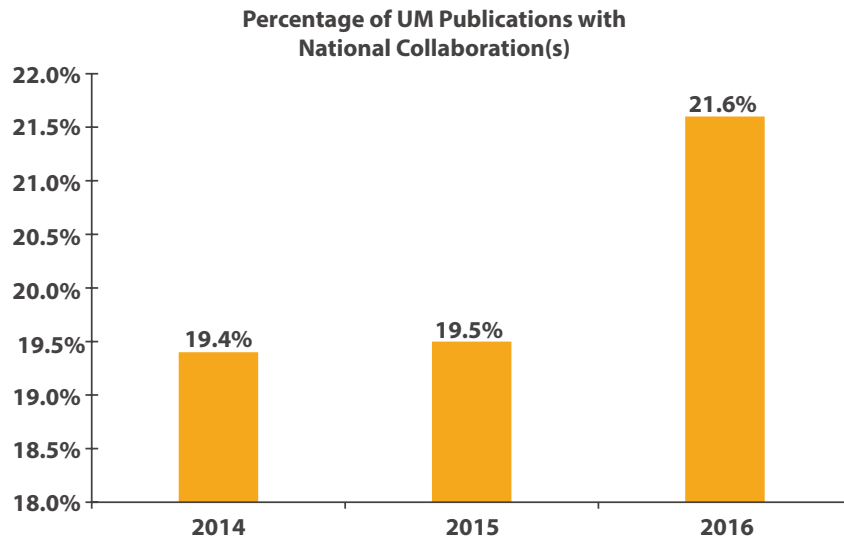


Figure 2-9 Percentage of U of M Publications with National Collaborations

Source: SciVal

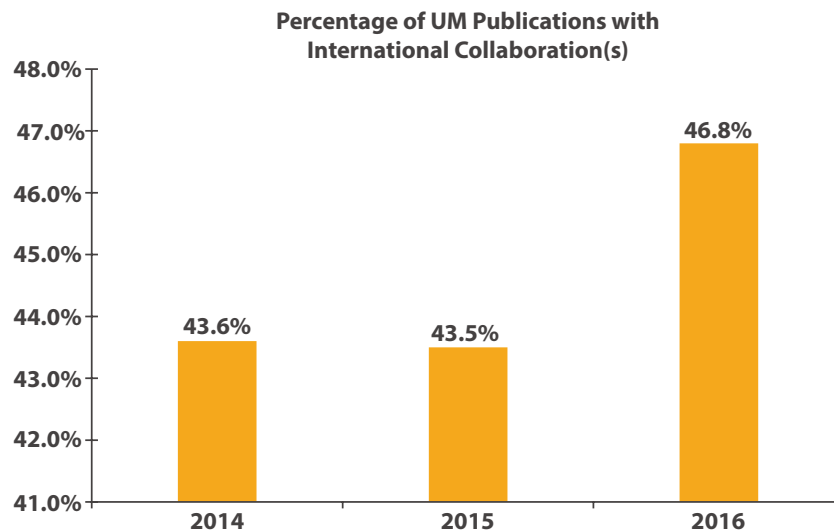


Figure 2-10 Percentage of U of M Publications with International Collaborations

Source: SciVal

**c. Provide education and training opportunities for graduate students that recognize their diverse career paths.**

To accomplish this goal, the University has committed to providing discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career paths. GradSteps is one example of achievements during this reporting period. GradSteps comprises professional development workshops for graduate students offered through the Faculty of Graduate Studies in collaboration with various academic and student support units on and off campus. Over 1,000 students per academic year participated during this period (see Figure 2-11). The not-for-credit workshops are designed to help graduate students navigate their programs and prepare them to transfer their skills and knowledge into a range of workplaces including traditional academic settings, and for-profit or not-for-profit organizations.

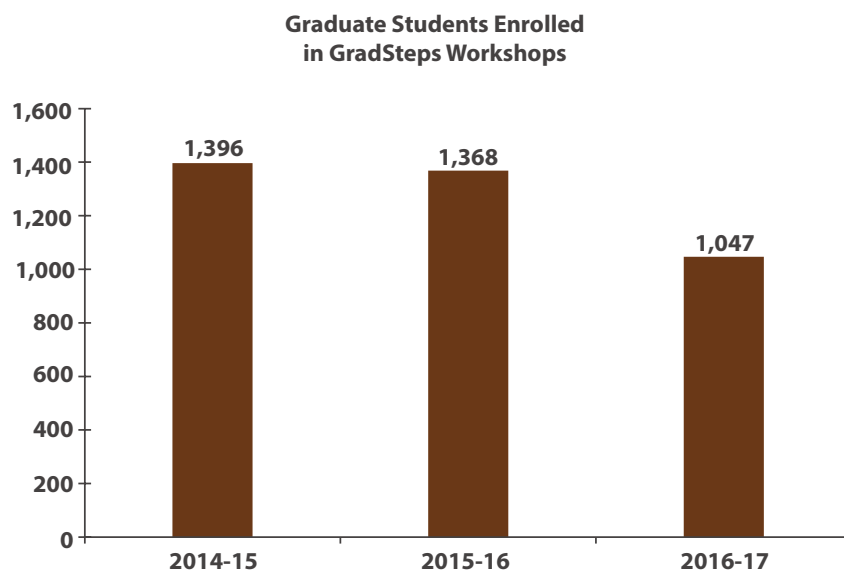


Figure 2-11 Graduate Students Enrolled in GradSteps Workshops

Source: VPRI

**d. Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.**

As part of this work, the University has committed to establishing a development grants program to seed community-based research in partnership with First Nations, Métis and Inuit communities. The University Indigenous Research Program (URIP), established in 2015, fosters the inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations, Métis and Inuit communities. The first competition resulted in 12 applications and eight funded projects. In the second year, seven of the eight applications received were funded. Total funds awarded for the two years were \$336,049.

The University became the host of the National Centre for Truth and Reconciliation (NCTR) in the summer of 2015. As the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission, the NCTR has a mandate to ensure that:

- former residential school students and their families have access to their own history;
- educators can share the Indian Residential School history with future generations of students;

- researchers can more deeply explore the impacts of Residential School experience;
- the public can access historical records and other materials to help foster reconciliation and healing; and,
- the history and legacy of the residential school system are never forgotten.

Other related work in fostering the inclusion of Indigenous perspectives included support for:

- *Rising Up*: A Graduate Student Conference offered in 2016 and 2017. Indigenous students from across all disciplines were invited to come together, rise up and present their knowledge and research.
- Honouring the Voices: 40 years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba was a 2016 exhibit and online portal highlighting work the U of M has done in partnership with Assembly of Manitoba Chiefs, Manitoba Metis Federation and Manitoba Inuit Association.
- Continued work through the Create H<sub>2</sub>O program, which addresses research, science and training gaps preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Conferences were held in 2014 and 2015, with shared research done in partnership with First Nations communities. Since April 2013, the CREATE H<sub>2</sub>O program has involved more than 30 students at the undergraduate, graduate and post-doctorate level working on research projects related to First Nation source water, drinking water or wastewater systems.

***e. Advance Indigenous research and scholarship.***

The University has committed to increasing its research capacity on Métis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples. In part, this is being accomplished through the hiring of researchers in Indigenous criminology, Indigenous Education and Social Work, as well as a research director for the National Centre for Truth and Reconciliation.

In support of the goal to advance Indigenous research and scholarship a number of initiatives are in development:

- Faculty and student publication opportunities with Aboriginal Issues Press;
- Retaining a Canada Research Chair in Indigenous Education;
- SSHRC and UIRP grants have been secured for research on the opportunities and challenges of Indigenous students in post-secondary education; and
- The Faculty of Arts has hired a position in Indigenous Criminology and has recruited a new external Head of the Department of Native Studies to further strengthen their existing research and scholarship in this area.

The University of Manitoba Press is recognized as a leading publisher of books on Indigenous issues, with 69 titles available and 20 published since 2015.

***f. Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities.***

The University has continued to encourage researchers, scholars and artists to publish and showcase their work through high quality, peer-reviewed journals, presses, performances and exhibitions, as well as through knowledge mobilization activities including policy development and legal opinions. The U of M

remains committed to increasing collaborative research, and scholarly work and other creative activities with institutions and organizations of global standing.

Work at an institution-wide level related to this goal is ongoing and includes the following:

- The Desautels Faculty of Music has generated a significant increase in faculty research/creative works. In the past four years, 25 of its 28 full-time faculty have been featured performers, composers, conductors, clinicians/adjudicators or have carried out scholarly research in over 20 countries.
- The I.H. Asper School of Business provides funding for faculty members to travel to two conferences per year for the presentation of research. The school also has bi-annual research conferences in alternating years in Finance and Accounting. These conferences bring in leaders from across the world to Winnipeg and provide opportunities for exchanges that enhance the quality of research at the Asper School.

### III. CREATING PATHWAYS to Indigenous achievement

Manitoba has a large and growing Indigenous population. This population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada Census data that Indigenous peoples will comprise nearly 19 per cent of Manitoba's population by 2026. The success of First Nations, Métis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

By incorporating Indigenous perspectives into our learning, discovery and engagement programs, the University will help to transform the lives of both Indigenous and non-Indigenous peoples and communities, and make Manitoba and Canada a better place to live. Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community.

We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Métis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis and Inuit communities.

Efforts to advance Indigenous Achievement at the University are supported by, and undertaken in consultation with, Indigenous peoples. The President's Advisory Committee for Indigenous Achievement and the Indigenous Advisory Circle to the Executive Lead, Indigenous Achievement have provided guidance so that Indigenous perspectives, knowledge, cultures and traditions are incorporated into the University in a respectful way. Input from these groups also ensures that the University's research and scholarship in Indigenous communities is conducted respectfully and collaboratively in partnership with Indigenous peoples.

*Taking Our Place* was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects the University's understanding of the interdependence of its success with the achievement of Indigenous students, scholars and staff and a recognition that while each of the priorities are interconnected, it is particularly the case with Indigenous Achievement, and Indigenous achievement is consciously woven through all of the other priorities, as indicated within this report.

## GOALS:

### ***a. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.***

More opportunities are being provided for students, faculty and staff to learn about Indigenous perspectives, through curricula, service learning, research projects, workshops, lectures and events. Progress has been made through a number of initiatives, as previously discussed. Other new actions include:

- Launch of annual Indigenous Awareness Week in winter 2015, open to all students, faculty, staff and the public.
- International Indigenous Librarians Forum in 2015, which brought Indigenous Knowledge keepers from around the world to campus for a three-day event.
- Indigenous leaders, scholars, and community members are regularly featured as guest lecturers and panellists, presenting viewpoints on topics of importance including Indigenous culture and history.
- Elders and Cultural Teachers offer weekly talks during the fall and winter semesters through the Indigenous Student Centre to all members of the University community.
- Cultural learning opportunities such as a weekly Pow Wow club, weekly men's group, and monthly Full Moon ceremonies are offered through the Indigenous Student Centre and various faculty and unit partners.
- An Indigenous network page has been introduced on *UM Today* and an e-newsletter was launched in 2015, centralizing communications about Indigenous news and activities at the University.
- Student Life has established or begun development of nine experiential learning opportunities in partnership with Indigenous communities or organizations.
- The University signed an MOU with the Treaty Relations Commission of Manitoba, committing to enhance Treaty education opportunities at UM.
- An Indigenous Initiatives Fund (IIF) was created to support unit-based projects that advance this goal. Twenty-two different initiatives were funded across the University. Examples include: an Indigenous-centred business planning competition; a film and discussion series featuring the work of Indigenous filmmakers; and the establishment of new courses focusing on Indigenous issues in various faculties.

In addition to projects funded through the fund, faculties and colleges have advanced this goal through the development of new curricula, courses and program planning, such as:

- The Faculty of Education introduced a post-baccalaureate diploma cohort in Indigenous education in winter 2014.
- A Master of Social Work based in Indigenous Knowledges (MSW-IK) began accepting students in fall 2016.
- Extended Education now requires that all new program proposals within its faculty include Indigenous perspectives.
- The Rady Faculty of Health Sciences developed a Reconciliation Action Plan to inform implementation of the TRC's Calls to Action. In 2015, the Max Rady College of Medicine implemented a new undergraduate Indigenous health curriculum.

**b. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.**

As discussed under Priority 1, Indigenous enrolment is on the rise at the University. Registered students declaring Indigenous Identity are primarily self-identifying as Métis and First Nations; Indigenous student representation, by Indigenous identity, is depicted in Figure 3-1.

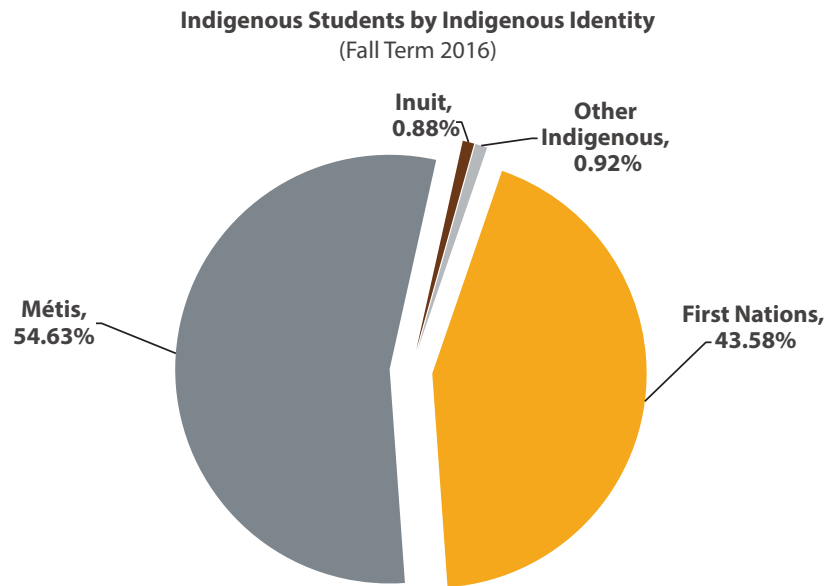
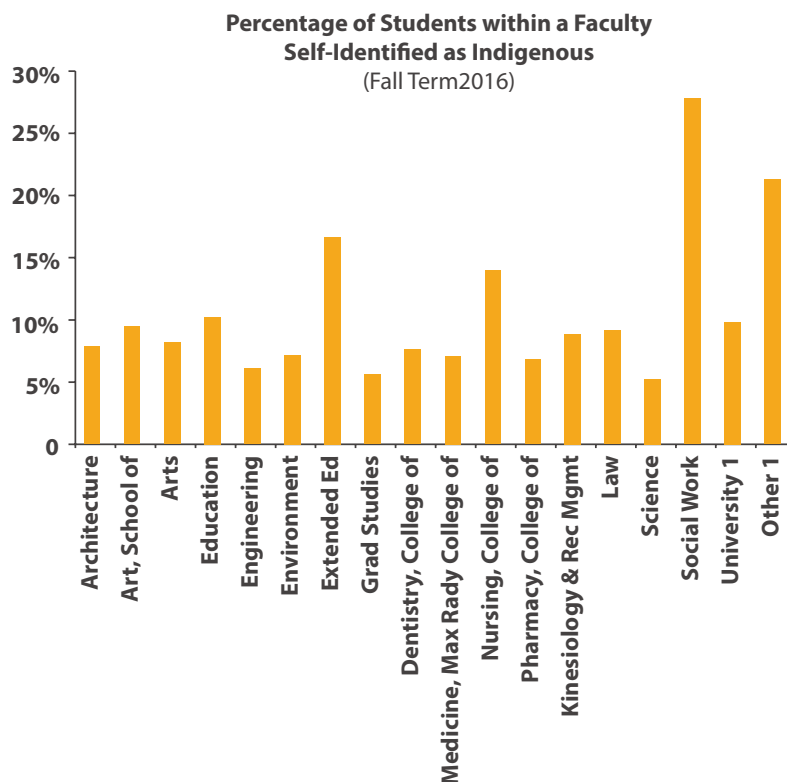


Figure 3-1 Indigenous Students by Indigenous Identity

Source: Office of Institutional Analysis





\*Note that faculties with 5 per cent or fewer Indigenous students are aggregated under the 'Other' category, which includes Agricultural and Food Sciences, Asper, Music and Post Graduate Medical Education (PGMEs).

Figure 3-2 Percentage of Students within a Faculty Self-Identified as Indigenous

Source: Office of Institutional Analysis

The percentage of students within a faculty who have self-identified as Indigenous varies with the Faculty of Social Work, Division of Extended Education and College of Nursing, with the highest percentage of all self-identified Indigenous students (see Figures 3-2 and 3-3) in Fall 2016.

A focus on percentage distribution by faculty of our self-identified Indigenous student population offers a slightly different picture. (See Figure 3.3) Distribution is inconsistent across faculties, with the highest concentration in U1, Arts and Science.

While it is important to the University to increase the number of Indigenous students, their success is also important. One sign of Indigenous student success is the increased numbers of degrees and diplomas conferred, as shown in Figure 3-4. The number of diplomas awarded has remained somewhat stable at approximately 26 each year, while the number of degrees has been increasing.

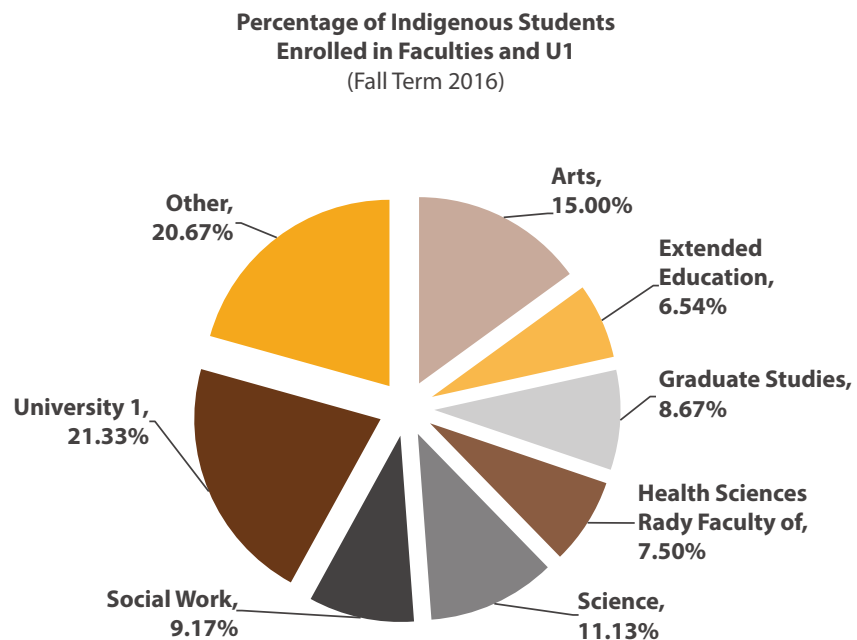


Figure 3-3 Percentage of Indigenous Students Enrolled in Faculties and U1

Source: Office of Institutional Analysis

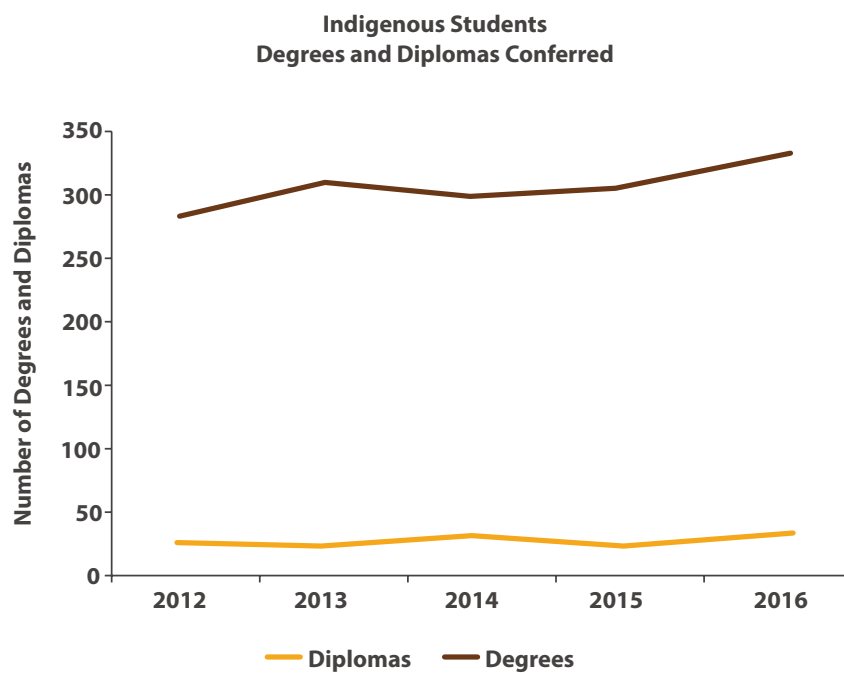


Figure 3-4 Indigenous Students Degrees and Diplomas Conferred

Source: Office of Institutional Analysis

To further support Indigenous students, a number of initiatives have been implemented:

- The University hosted a public lecture, *Closing the Gap*, by the Assembly of First Nations National Chief to build understanding of some of the challenges and opportunities in this area.
- A celebration and welcome day for Indigenous students is now part of Orientation Week activities at Fort Garry Campus.
- A welcome feast and networking day is held for Indigenous students each year at Bannatyne Campus.
- An annual Indigenous Homecoming event features inspiring talks from prominent Indigenous alumni and networking opportunities for Indigenous students.
- The Canadian Indigenous Self-Declaration form has been renewed, including an opportunity for students to subscribe to communications material about supports, program, financial aid and other opportunities available to Indigenous students.
- The Indigenous Student Centre and the Faculty of Graduate Studies together hired an Indigenous Graduate Student Success Coordinator and the Indigenous Student Centre hired an Indigenous Student Advisor to coordinate its new bridging/transition program, increasing the number of Indigenous student advisors at the Indigenous Student Centre from two to four.
- A new bridging/transition program for Indigenous students is in development, which includes an ARTS 1110 Indigenous student lab section, summer boot camps, significant peer mentoring and reading specialists.
- The Student Counselling Centre delivers counselling services to students in Migizii Agamik. Individual and group programming are offered and an Academic Learning instructor provides academic skills support.

Faculties, colleges and schools are also creating and increasing supports to foster Indigenous student success, including:

- The Faculty of Arts has hired an Indigenous Academic Advisor to help Indigenous students succeed in Arts, and to help the Faculty examine its processes and structures as they impact Indigenous students.
- The Riddell Faculty of Environment, Earth, and Resources established an Indigenous Pathways Network to enhance access to the University's Indigenous expertise, supports, and experience and to encourage faculty, staff, and student awareness.
- The Faculty of Science has established a peer mentorship program for Indigenous students in collaboration with the Neechiwaken Indigenous Peer Mentor Program (IPMP) under the umbrella of Student Life. Since fall of 2015, the faculty has held research talks at Migizii Agamik to promote the NSERC Undergraduate Student Research Awards program and greater involvement of Indigenous students in research opportunities in science.
- Aboriginal Education Business Partners (ABEP) at the I.H. Asper School of Business provides a variety of services to First Nations, Métis and Inuit students in pursuit of their commerce degree including tutoring, networking opportunities and access to scholarship and bursary funds. Indigenous students pursuing an MBA now have access to ABEP's services and resources.

**c. Foster K-12 Indigenous student participation in post-secondary education.**

In order to encourage Indigenous youth to pursue post-secondary education, the University has committed to the following:

- Increased community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies;

- Establishing new and further developing existing pre-university programming and activities for Indigenous youth; and
- Exploring collaborative opportunities with the K-12 system.

In December 2015, the University signed the Manitoba Collaborative Indigenous Education Blueprint along with other six Manitoba universities, three colleges and the Manitoba School Boards Association. The Blueprint commits the signatories to working together to make Indigenous education a priority. It led to the formation of a steering committee, of K-12 educators, universities and colleges and representatives from Indigenous organizations and the government of Manitoba, to develop an implementation plan to advance the 10 commitments laid out in the Blueprint. While all 10 commitments are interdependent in advancing this goal, this work specifically includes:

- Collaborating to increase student mobility to better serve the needs of Indigenous students.
- Increasing and measuring Indigenous school and post-secondary participation and success rates through the development of a common set of metrics to measure Indigenous students' participation and success rates (grade 12 into PSE) and increase the number of dual credit offerings.

The UM also collaborates with a number of other partners to create opportunities for K-12 Indigenous students to connect with the University. Some examples include:

- Since 2012, the Verna J. Kirkness Science and Engineering program has brought Grade 11 Indigenous students from across Canada to the University for a week. Students stay in residence, familiarize themselves with supports for Indigenous students at the University, learn about the application process and work with faculty and researchers in labs and in the field. In 2017, 46 students came to U of M, up from 40 in 2016, with 100 per cent of University volunteers retained and additional faculty and researchers participating annually.
- The University hosts and supports the Manitoba First Nations Education Resource Centre's annual science fair, bringing more than 500 Indigenous students to campus for the two-day event annually.
- Indigenous Student Recruitment runs a Post-Secondary Club that is active in four Winnipeg high schools, with approximately 50 students participating in programming each month.
- WISE (Women in Science and Engineering) and Kid-Netic Energy both celebrated their 25<sup>th</sup> anniversary in 2015. In that same year, camps and workshops were delivered in 10 First Nations communities, and a new program called Circle of Science was launched in four Winnipeg schools, offering students opportunities to participate in Indigenous hand-on science and engineering activities.
- Each summer, in partnership with Manitoba's Office of Rural & Northern Health, the University hosts Health Quest Camp for Grade 11 students from Northern Manitoba to gain exposure to health careers in the Rady Faculty of Health Sciences they take part in hands-on activities and experience living on campus. Students also receive academic and career planning advice, a mentor in their chosen field of study and a tailored remediation plan. In 2016, 15 students participated in the camp.
- The Rec and Read program pairs U of M student mentors with high school students to plan weekly afterschool programming (recreation and tutoring), which those students deliver to elementary school students. In 2016-17, more than 230 participants at 13 different schools participated in the program for Indigenous youth and diverse populations. Rec and Read won first place in the 2014 MacJannet Prize, an international award which celebrates university programs that model global citizenship and civic engagement, raise awareness and encourage community engagement within higher education.

- Since 2014, Indigenous Mini U has offered Indigenous university students enrolled in academic programs at the Fort Garry, Bannatyne and the William Norrie campuses an opportunity to enrol their children in a summer program featuring First Nations, Métis and Inuit workshops and activities. This week-long summer camp for young learners (ages seven to nine) is offered at a subsidized cost.
- Commencing in 2015, St John's College became host to an annual cohort of Indigenous students from the Sapatoweyak Cree Nation who are transitioning into University life. The College provides classroom space and access to the residence and meal plan for the students who complete upgrading courses during the first term. This allows students to familiarize themselves with campus and urban life, prior to starting University. In the second term, the students are enrolled in University courses and are provided support from the program to complete the course. Spiritual support is available through an Indigenous spiritual advisor.

**d. Enhance the University's research capacity on issues of importance to Indigenous peoples and populations.**

The University has committed to furthering the development of the National Centre for Truth and Reconciliation. Progress on this is addressed in the report on Priority 2. Some other examples of major research partnerships include:

- The CREATE H<sub>2</sub>O program for First Nations water and sanitation security addresses research and training gaps that are preventing effective, culturally appropriate investments in water and sanitation security on First Nations reserves. Students and faculty representing the Faculties of Agricultural & Food Science, Arts, Architecture, Engineering, Environment, Earth, & Resources, Graduate Studies, Health Sciences, Law, and Science are involved in the program.
- Faculty and students in the Faculty of Architecture are working on a collaborative research project with two Dene communities in northern Manitoba to find solutions to housing needs and high tuberculosis rates. *Sekuwe: My House*, a book about the project was released in November 2016.
- The Centre for Aboriginal Health Research is a leader in working with Indigenous communities on partnership-based research initiatives.
- In 2015/2016, a project called *Honouring the Voices: 40 Years of First Nations, Métis, Inuit and Indigenous Health Research in Manitoba* outlined the ways the research community has connected with, listened to and learned from Indigenous communities and organizations and highlighted connections that have developed into partnerships that reflect a respect for self-determination and Indigenous knowledges.
- St. Paul's College continues to actively serve as a National Partner for the National Centre for Truth and Reconciliation, which includes attending national and local meetings, providing guidance on national consultations and providing advice regarding national surveys.

**e. Strengthen global connections with Indigenous peoples and programming around the world.**

The University intends to increase the number of Indigenous faculty and students engaged internationally in an Indigenous scholars network. This network will also expand service learning and community-based research opportunities with global Indigenous communities. Some current examples include:

- Four international service learning opportunities have been established or are in development: Alternative Reading Week Belize – Q'eqchi'Maya; Alternative Reading Week Ecuador – Kichwa; Ecuador Service Learning Experience – Kichwa; and Chile Service Learning Experience – Williche.

- The Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program, Promoting International-University Partnerships in Global and Indigenous Health is offered through The Rady Faculty of Health Sciences' Centre for Aboriginal Health Research.

***f. Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.***

The University relies on trailblazers, innovators and visionaries whose contributions have transformed and continue to transform the University into a centre of excellence in Indigenous education and research. Recognizing these leaders as role models and mentors supports University's efforts to attract and retain more Indigenous students, faculty and staff. Some examples of how the University is celebrating Indigenous achievement include:

- An annual Indigenous Homecoming event recognizes Indigenous alumni every year. In 2015, the event celebrated the 30<sup>th</sup> anniversary of the Engineering Access Program and the 40<sup>th</sup> anniversary of the Access Programs.
- Indigenous stoles, designed by U of M Indigenous community members, were created for the 25<sup>th</sup> Annual Traditional Graduation Pow Wow in 2014 and have been presented to Indigenous graduates every year since. The stoles were approved by Senate as official graduation dress in 2016.
- Indigenous alumni and community members are regularly honoured with Honorary Degrees and Distinguished Alumni Awards. Some recent examples include: Tomson Highway, LL.D., 2017, Wilton Littlechild, LL.D., 2016; Stella Blackbird, LL.D., 2015, Karen Beaudin, DAA Community Service, 2016; and Marion Meadmore, DAA Lifetime Achievement, 2015.
- Indigenous Achievement works closely with the Marketing Communications Office (MCO) to ensure that stories highlighting the successes of Indigenous students, staff, faculty and alumni are shared, not only through the Indigenous network page on the university online news vehicle, *UM Today*, but through all MCO publications. Stories are also pitched to local and national media.

The University is committed to establishing an Indigenous leader awards program to recognize and celebrate Indigenous achievement. Progress on this commitment includes:

- Awarding in 2015 of the first three Indigenous Leader of Tomorrow Scholarships of \$16,000, over four years.
- Honouring of the first recipients of the Indigenous Student Awards of Excellence during Indigenous Awareness Week 2017, for their contributions to advancing Indigenous achievement and engagement at the University.
- Establishment in 2016 of a new Diversity & Inclusion Award within the Awards of Excellence for Support Staff. Criteria for all Awards of Excellence have been introduced to ensure support for Indigenous achievement is considered as a component of assessment.

Individual faculties are also recognizing the contributions and achievements of Indigenous faculty, students, staff, alumni, and community partners. Examples include:

- The Asper School of Business has held the Excellence in Aboriginal Business Leadership Awards (EABLA) since 2005 to honour Manitoba's Aboriginal business leaders.
- The School of Agriculture highlighted the success of an Indigenous alumna at its diploma convocation in 2015.
- The Faculty of Arts honoured Indigenous alumnae at its 2016 homecoming event.

**g. Weave Indigenous knowledge, cultures and traditions into the fabric of our University (people, programming, spaces).**

In support of this goal, and in order to ensure that all goals to advance Indigenous Achievement are implemented and sustained, the University has committed to increase the number of Indigenous faculty and staff as a percentage of the University's employee population. This is addressed in Priority 4 of this report. Examples of this initiative include:

- Establishment of the position of Vice-Provost (Indigenous Engagement) to partner with academic and administrative units in guiding the University's commitment to embedding Indigenous perspectives into curriculum, programs and research.
- As mentioned in section one, the Indigenous Scholars Fund and the Indigenous Initiatives Fund are two strategic initiatives of the Provost's office that contribute to this goal.

The University has also committed to making First Nations, Métis and Inuit arts, cultures and languages more visible throughout our campuses. This begins by recognizing where the University is located. A Traditional Territories Acknowledgement is now shared before all major university events and is widely advertised to demonstrate commitment to create a learning environment that welcomes and supports Indigenous students and staff as part of the wider University community. The acknowledgement reads:

*The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.*

*We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.*

Additional efforts to build and expand an Indigenous presence on campus include:

- In 2015, an Indigenous Advisory Committee and Subcommittee were established to guide the drafting of Indigenous Planning and Design Principles for the University. The committees were composed of Indigenous leaders, Elders, designers and architects who worked with the Campus Planning Office to craft the principles as a guide for physical development and spaces across the University's campuses and lands. The principles were formalized in 2016 and are supported by the University's Indigenous Advisory Circle.
- A working group, with representation from the Indigenous Student Centre, Elders-in-Residence and Indigenous Achievement, was established in 2016 to develop procedures for implementing the principles and applying them to campus development projects and physical spaces. This work is being done collaboratively within the Associate Vice-President (Administration) portfolio with collaborations between the Campus Planning Office, Office of Sustainability, Architectural and Engineering Services, and Operations and Maintenance.
- The University developed a campus-wide strategy to increase Indigenous art and spaces; One example of new art can be found in Robson Hall Moot Courtroom, where three large paintings depicting traditional Indigenous scenes by Dakota/Ojibwa artist Linus Woods were unveiled on the first anniversary of the release of the Truth and Reconciliation Commission's Calls to Action. Works by artist Eddy Cobiness, which form part of the University Art Collection, have been placed in the Faculty of Science, the Department of Human Nutritional Sciences, the J.A. Hilde Northern Medical Unit and the University Administration Building.

- Digital presence is also a significant factor at the University. The Marketing Communications Office (MCO) works with Indigenous Achievement and the Indigenous Student Centre to ensure that social media coverage reflects Indigenous Achievement perspectives, knowledge, research and events. In 2016-2017, an Indigenous student was hired for “student-takeover” days and to manage the Indigenous social media accounts during special events.

A number of new spaces dedicated to Indigenous programming and learning have been created or are in development:

- A Medicine Garden of Indigenous Learning was created at Bannatyne Campus in 2014. Work continues on a second phase to create spaces to better facilitate classes working with Elders, who host teaching circles on traditional medicines and knowledge. Phase two is due to be completed in 2017.
- The National Centre for Truth and Reconciliation held its official grand opening in 2016 at its new home in Chancellor’s Hall.
- The Active Living Centre established a dedicated space for Indigenous programming, available for use by Indigenous community members at no cost. It has since been used for a weekly Pow Wow Club and Spirit Fusion Yoga classes.
- The Faculty of Science Students’ Association included Indigenous design elements in the renovation of its student lounge in 2015.
- The Indigenous Student Centre received funds for a new sweat lodge and tepee, which will be used as gathering spaces and teaching tools.



## IV. BUILDING COMMUNITY

### that creates an outstanding learning and working environment

As the largest university in the province, the University of Manitoba is also one of the largest communities in Manitoba. Each of our more than 38,000 students, staff and faculty have ambitions, potential and promise that contribute to the diversity of our community and establish a unique environment for learning and working.

Our university community engages in programs that foster interchange and creation of knowledge, ideas and opinions in a respectful, mutually supportive climate of trust. In this collegial environment, each individual grows to achieve their full potential while concurrently contributing to the growth of colleagues, the community as a whole, and Manitoba.

At the University of Manitoba, we believe an outstanding and learning and working environment is foundational to achieving our mission and vision. We are committed to recognizing and celebrating the contributions of all community members and the diversity of our community, particularly the role of Indigenous peoples. We encourage dialogue and inclusivity for the continuous refinement of academic, administrative, and governance programs and processes. We are dedicated to providing all students, staff and faculty learning, research and leadership support and development opportunities.

#### GOALS:

- a. *Make the University of Manitoba the institution of first choice for potential students, staff and faculty.***

Since the approval of *Taking Our Place*, the population of students, staff and faculty has risen to 39,000 (Figure 4-1). The University remains committed to expanding the pool of outstanding potential students, staff and faculty applying to the University, and to retaining the University's status as one of the Top 25 employers in Manitoba.

UM Population - Fall Term 2016	
Undergraduate Students	25,611
Graduate Students	3,700
PGMEs	676
<b>Total Students</b>	<b>29,987</b>
Academic Staff	5,378
Support Staff	3,857
<b>Total Staff</b>	<b>9,235</b>
<b>Total Students &amp; Staff</b>	<b>39,222</b>

Figure 4-1 UM Population, Fall 2016

Source: OIA

As part of this commitment, the University has made a number of changes to improve the undergraduate and graduate admissions process, including:

- Upgrading the application system, *Apply Yourself*, to improve the application experience for students; Notifying prospective students of admissions decisions earlier; and
- Coordinating undergraduate entrance scholarship offers and admission offers.

In addition to these improvements, need- and merit-based undergraduate student award programs have been enhanced to provide students with additional financial supports. As well, in an effort to grow our Indigenous student population, efforts to recruit Indigenous students were enhanced.

The University has also launched a new employee recruitment campaign, focused on actively seeking the best possible candidates. New branding, enhanced use of social media tools, attendance at job fairs and promotion of the University's desirable employment aspects are proving beneficial for recruitment purposes.

In 2017, the University of Manitoba maintained its fifth year of designation as one of Manitoba's Top Employers. Additionally, the University was recognized as one of Canada's Best Diversity Employers for 2017, the first time it has achieved this national designation.

***b. Increase student, staff, faculty and leadership diversity that reflects society, especially with respect to the inclusion of women, Indigenous people, people with disabilities, gender and sexual minorities, and racialized minorities.***

The University is working towards achieving gender balance in student, staff and faculty; to increasing the number of Indigenous students, staff and faculty; and to building a culture of inclusion so that our leadership reflects the diversity of society. Figure 4-2 provides a picture of University's employment by equity group. There is still work to be done to improve rates of employment in each equity group as we aspire to be an inclusive and diverse workplace.

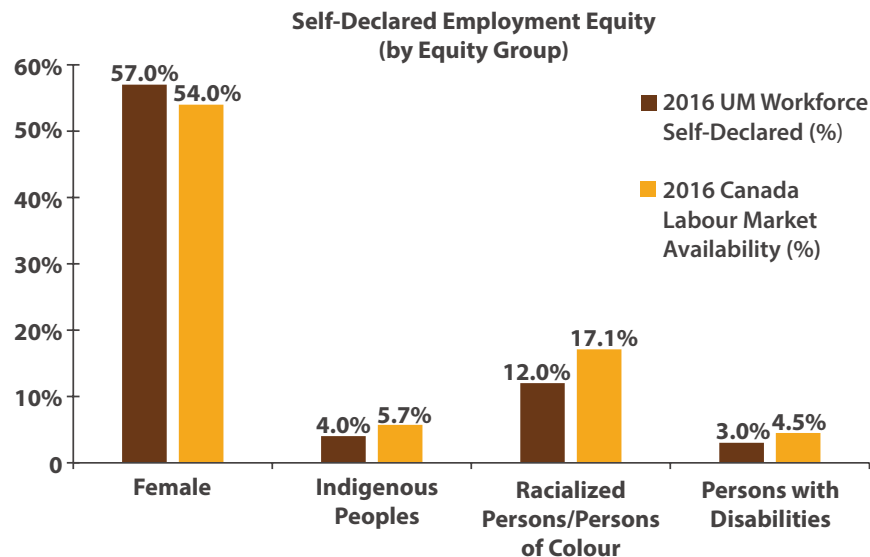


Figure 4-2 Self-Declared Employment Equity (by Equity Group)

Source: Human Resources

To build a community welcoming to those with disabilities, and in response to the Accessibility for Manitobans Act (AMA), an AMA Steering Committee was established. The Committee helped develop the University's first Accessibility Plan, which was published in late 2016. It also developed in-person and online video training materials for the AMA's customer service standard and a variety of accessibility issues.

As noted in the Priority 1 section of this report, the Strategic Enrolment Management (SEM) Plan (2013-2018) established goals to increase the numbers of Indigenous and international students enrolled at the U of M. The SEM Plan includes strategies for Indigenous outreach and recruitment and new initiatives, such as the Qualico Bridge to Success program to support incoming Indigenous students, have been implemented to support the transition and success of Indigenous student. Other initiatives that support student diversity include:

- Increased supports for international students in the areas of counselling, case management, advocacy and academic integrity;
- Increased outreach to the Muslim student community and the addition of a spiritual care coordinator to enhance the inclusivity of spiritual activities on campus;
- Increased counselling time and academic support allocated for Indigenous students at Migizii Agamik; and
- Youth-in-Care Bursaries, introduced in 2014 for students in current or past care of Child and Family Services.

Diversity in staffing has also been supported in a number of ways, including:

- A project funded through the Indigenous Initiatives Fund to develop an Indigenous employee recruitment and retention strategy. It evaluates past performance in recruiting Indigenous employees, and identifies obstacles to recruitment and employee success;
- Amended hiring processes to allow specific positions to be recruited exclusively from a particular group to increase diversity;
- Creation of a new Accessibility and Inclusion Award as part of the Awards of Excellence for support staff to recognize achievements that promote a diverse community;
- Sponsorship of and active involvement in Winnipeg's Pride Day and continued partnering with the Rainbow Resource Centre to provide LGBTQ\* awareness training

***c. Increase student, staff and faculty satisfaction with the learning and work environment.***

The University recognizes that behaviour, amenities and the physical environment impact experience of the University as a work and learning environment. An important component of this goal is the creation of initiatives designed to promote a respectful work and learning environment. The UM recently revised its suite of policies that address behaviour, including restating its commitment to a desirable environment through the Respectful Work and Learning Environment policy.

The President's Advisory Committee on Respect has conducted surveys and consultations to identify issues of concern and prioritize steps to strengthen the community. The University community identified addressing sexual assault as a high priority. In response, a Sexual Assault and Violence Steering Committee was established, along with the creation of a new Sexual Assault Policy. A consultant has been hired to conduct a campus climate survey to inform the development of a sexual assault education and prevention strategy.

The University's Childcare Initiative has also engaged in an extensive study of needs and best practices. A new childcare facility has been announced, which will greatly expand capacity and will prioritize the needs of Indigenous students.

To improve the learning and working environment, the University has committed to enhancing common spaces, amenities and services. A number of initiatives demonstrate progress:

- The Active Living Centre opened in February 2015. The 100,000 sq. ft. facility provides 1,000 pieces of free weights and accessories, a 200 metre elevated running track, over 270 pieces of cardio, resistance and strength equipment and a 40 ft. high climbing wall;
- University Centre's multi-purpose rooms were upgraded;
- Dining Services expanded at both campuses, including: opening The Starting Block, a new healthy food outlet at the Active Living Centre; adding food carts on campus; and developing a flexible food station in University Centre that offers greater menu variety;
- Mary Speechly Hall, a co-ed residence, and University College Residences were upgraded with new carpeting, upgrades to bathrooms and improved laundry facilities;
- A new community kitchen allows residence students to prepare their own meals, especially important during the summer and holiday closure. A second community kitchen space is currently being built to help meet demand.
- University College is undergoing a multi-year window replacement project and elevator cab upgrades;
- The Bookstore, in partnership with the Copyright Office and Libraries, is promoting course packs that fall within Fair Dealing Guidelines. The Bookstore ensures compliance and creates and prints all custom course packs requested by faculty for resale on a non-profit basis;
- Parking amenities have been improved. Stage two of a three-stage parking meter replacement project has been completed to improve payment options and parking enforcement.

The University is also committed to improving workload distribution to ensure that staff can maintain a work-life balance consistent with their career objectives. To this end, a variety of leave options have been introduced to benefit employees who require flexibility in their work schedule. New options include the Vacation Purchase Plan, the Voluntary Days Off program and improvements to maternity leave provisions for faculty members.

Other initiatives to improve work-life balance include:

- The new Active Living Centre provides expanded opportunities for recreation and achieving a good work-life balance;
- The LiveWell@Work initiative, inspired by *Success Through Wellness*, combines a variety of online resources, in-person training opportunities and a week-long wellness fair;
- A Mental Health First Aid course is now available to all employees.

To support individual growth, development and success, the University wishes to ensure all faculty, staff, and students receive regular feedback. To this end, managers are trained on the importance of regular constructive feedback to employee success and satisfaction through a variety of professional development programs. Working with Audit Services, Human Resources is identifying units not regularly conducting performance reviews and encouraging them to provide feedback more often.

Progress has been made in all 67 recommendations of our campus mental health strategy, *Success Through Wellness*. These include activities designed to increase student success through addressing mental health within the academic environment; promoting help-seeking as a strategy for academic and career success; educating faculty, staff, and students about how to identify, respond to, and refer a person with mental health problems to appropriate resources; encouraging programs and activities that support a sense of community; and promoting respect, inclusion, and valuing of diversity.

***d. Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs.***

The University has expanded professional development opportunities available to faculty and staff. Learning and Organizational Development now offers almost 200 sessions annually. These include topical individual sessions, as well as formal programs such as the Supervisory Excellence Program. Significant emphasis has been put on developing leadership skills through the new UMLLP (University of Manitoba Leadership Learning Program), and through programs sponsored by the Provost's Office specifically for academic administrators.

The Student Leadership Development Program (SLDP) has been completed by over 300 undergraduate and graduate students. This program features tiered and progressive workshops that allow students to work on their leadership skills over time. The University also offers the Intercultural Development Leadership Program (IDL) through the International Centre and the Indigenous Circle of Empowerment (ICE) through the Indigenous Student Centre.

***e. Provide information technology systems that support the needs of students, staff and faculty.***

The University is committed to renewing information technology infrastructure to better support teaching, learning and research programs for students, staff and faculty.

Improvements that affect the system overall include modernization of IT infrastructure and the retirement of older technologies such as Novell and Windows XP. A project to upgrade the network has begun and unnecessarily complex operations have been simplified, such as the consolidation of back-up technologies from seven to two. Where practical, the life of core IT assets have been extended.

Actions with particular impact on researchers include upgrading network connections to the High Performance Computing Centre (HPC) to increase computing capacity, improving the primary university data centre and providing a "private cloud" service to researchers so they can create configurable computing environments within the safe and secure enterprise environment.

Microsoft 365 was provided to students starting in August 2015 so that students could have access to email, calendaring and Office applications. Other improvements that impact students include upgrading open area computer lab hardware and standardizing software suites across campus. Video streaming capacity has also been significantly improved so that the broader community can experience more live events such as convocation.

To improve service, support desks have been merged to promote a more consistent level of service for students, staff and faculty.

In addition to these accomplishments, during this reporting period a campus-wide IT Governance process was established to ensure IT investment remains aligned to the strategic direction of the University. The University Information Technology Advisory Council (UITAC) recommends information technology investments and includes representatives from key stakeholder groups including students, faculty, researchers and administration. The UITAC is supported by five committees, each of which is aligned to a key stakeholder group, ensuring broad representation from across the University for both receipt and consideration of proposals. Between January 2015 and March 2017, 161 proposals were submitted, with 121 selected for implementation.

There has also been focus on improving information security through the establishment of an Information Security and Compliance team, which completes threat risk assessments and manages security incidents. This team also leads education and awareness activities.

- f. Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and supports environmental and resource sustainability.*

## EMPLOYMENT

The University aims to ensure that its academic community is well supported, and that an appropriate ratio of support staff to academic staff is retained. Figure 4.3 provides the composition of employees as of 2016.

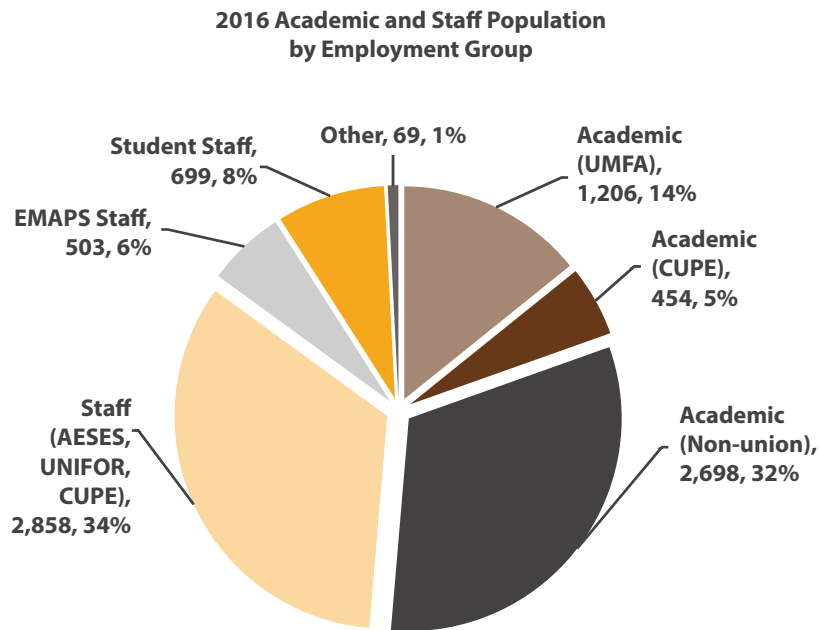


Figure 4-3 2016 Academic and Staff Population by Employment Group Source: Human Resources

The University has created voluntary programs that help encourage academic renewal and change. A one-time program, known as VERP (Voluntary Early Retirement Program) was run in 2016/17 with 97 eligible employees, 53 of whom were academic. A longer-term program, known as RAP (Retirement Allowance Program), commenced in 2017/18.

## ACCESSIBILITY

Another component of creating a successful environment for the University relates to the physical environment. The Campus Master Plan and general campus development facilitate access to facilities for those with disabilities and demonstrate leadership in social, economic and environmental sustainability.

In compliance with the *Accessibility for Manitobans Act*, and directly in support of *Taking Our Place* and the University's Accessibility Plan, the University has undertaken unit accessibility audits and an audit of the built environment in order to identify barriers to accessibility.

In response, universal design standards were adopted in December 2016, and accessibility has been integrated into the University's Sustainability Strategy 2016-2018. As well, through related planning and implementation, accessibility has been incorporated into campus planning through the Visionary (re)Generation project and the resulting master plans for the Bannatyne and Fort Garry campuses.

## MAINTENANCE

In order to improve the quality and level of maintenance of its spaces, the University has:

- Identified energy reduction partnerships such as participation in Manitoba Hydro's Power Smart Building optimization program for the Engineering and Information Technology Complex (EITC) and Max Bell Building;
- Utilized an integrated design process that considers energy optimization and renewable energy opportunities at the Churchill Marine Observatory;
- Planned for control system upgrades such as a common user interface to run on IST virtual server(s);
- Modified the district heat recovery operation to reduce overheating on warm spring afternoons;
- Upgraded HVAC (Heating, ventilation, and air conditioning) at the Parker Building in coordination with researchers;
- Reviewed snow and ice control equipment in Fall 2015. Improved equipment coincided with zero third party claims for slips and falls for the 2015/16 Winter season;
- Increased attention to critical support infrastructure such as steam plant boilers, water conservation, energy efficiency measures, and electrical re-servicing;
- An investment in the appropriate equipment has allowed caretaking to focus on the most essential tasks;
- The University continues to use APPA standards to assess progress and inform resource allocations. (APPA is the Association of Educational Facilities Managers, formerly the Association of Physical Plant Administrators).
- Significantly, consumption of electricity, natural gas and water continue to decline.

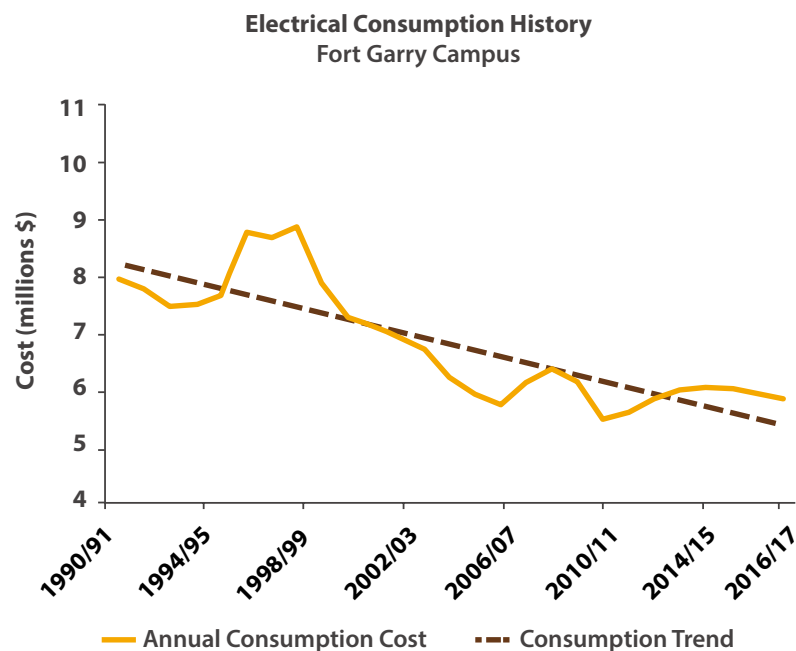


Figure 4-4 Electrical Consumption History FG Campus Source: VPAdmin

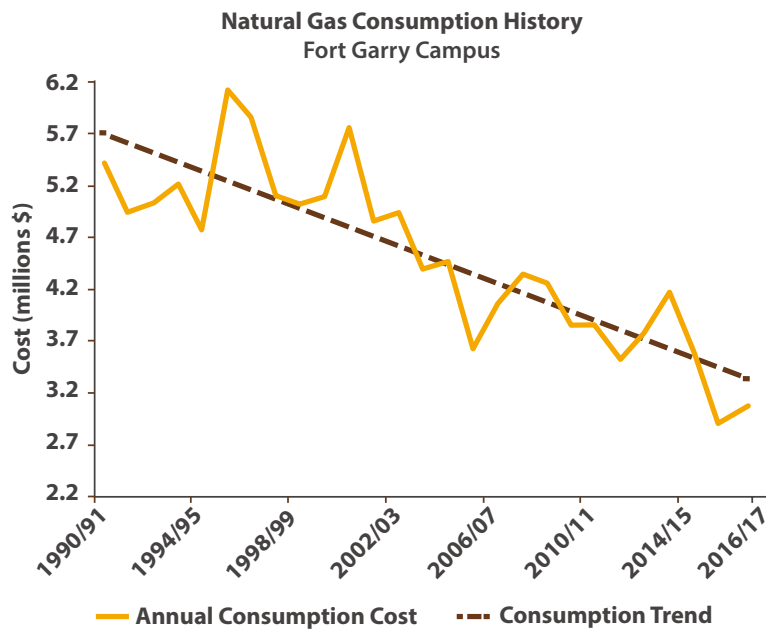


Figure 4-5 Natural Gas Consumption History FG Campus Source: VPAdmin

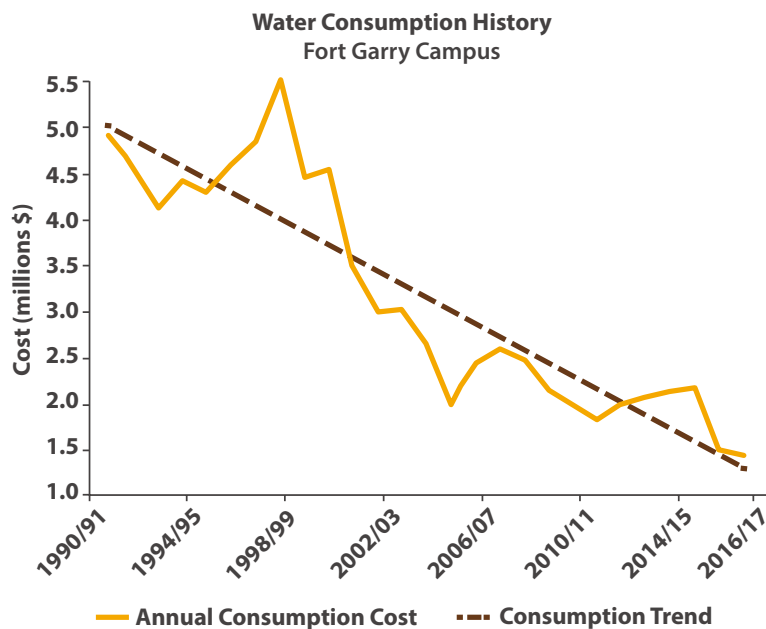


Figure 4-6 Water Consumption History FG Campus

Source: VPAdmin

The University has also placed greater emphasis on preventative maintenance, resulting in more preventative work orders between 2011/12 and 2015/16 at the Fort Garry and Bannatyne campuses. There is not a correlating decrease in corrective (emergency) maintenance due to the age of the campus but it is understood that without increased focus on preventative maintenance that the need for corrective maintenance figures would have risen.



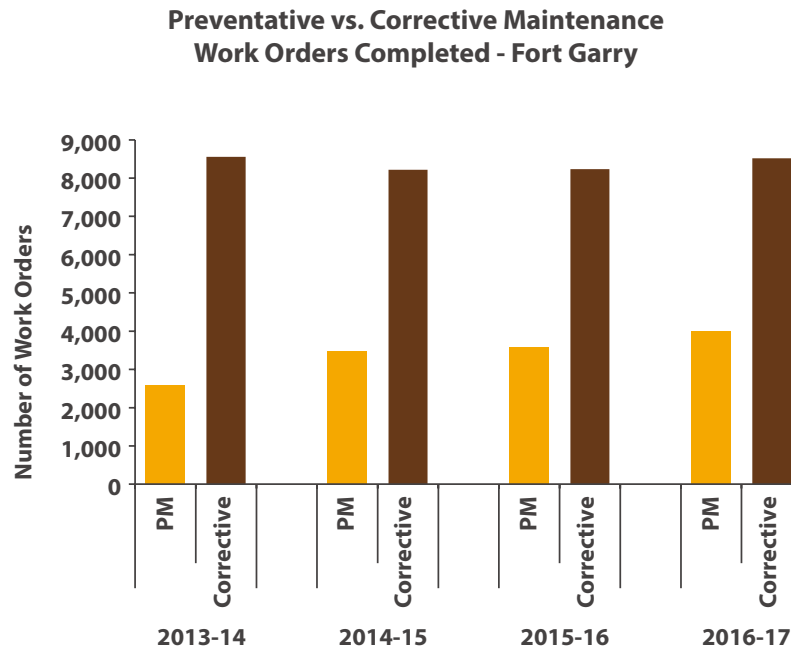


Figure 4-7 Preventative vs. Corrective Maintenance Work Orders Completed-FG Campus

Source: VPAdmin

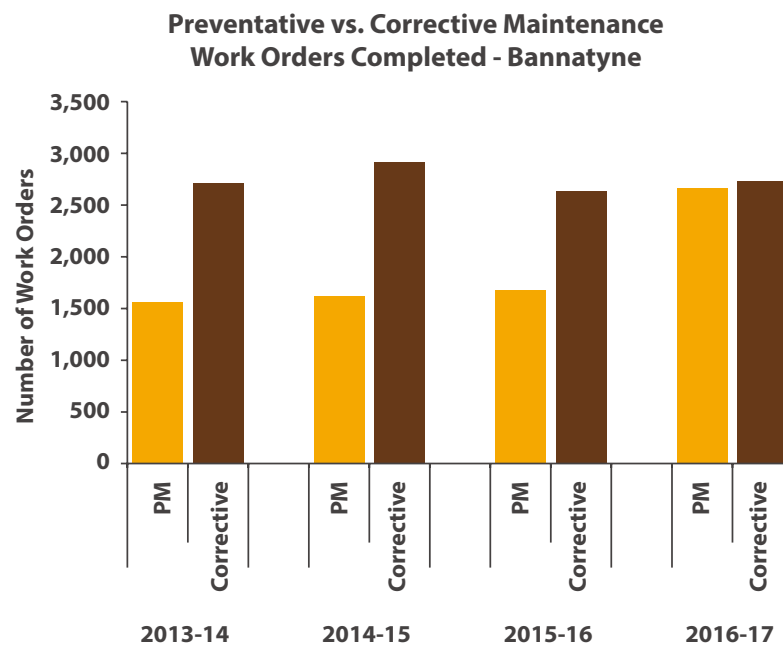


Figure 4-8 Preventative vs. Corrective Maintenance Work Orders Completed-Bannatyne

Source: VPAdmin

## **SPACE MANAGEMENT AND RENEWAL**

The University recognizes that managing space efficiently is fundamental to the effective function of University activities. Because space is limited, the U of M is committed to managing its space strategically to ensure appropriate space allocation among all units, improving space utilization and space optimization. To support these objectives, a Space Management Committee was established to approve changes in space allocation and space use at the University. Space use is monitored to identify surplus or poorly utilized facilities, resulting in space plans for more efficient and functional use of space. Surplus space is reallocated to new priority needs and creates opportunities to consolidate occupancy, providing more productive unit co-locations. The improved space utilization reduces energy use, as well as long-term maintenance and operating costs.

Renewal of spaces also plays an essential role in creating a learning and work environment that meets our needs. Classroom upgrades have been a particular focus for the University during this reporting period to ensure that teachers and learners have access to modern tools and technologies now and into the future.

A Learning Space Renewal project was also launched to consider how pedagogy, technology and space can be better integrated for a greater impact on teaching and learning in both lecture style and collaborative style spaces. Active learning spaces consider flexibility and collaborative work environments as well as changes in pedagogy to increase engagement, promote deeper participation, maximize student achievement and nurture life-changing ideas and innovation.

The Learning Space Renewal project demonstrates commitment to responsible stewardship by using sustainable materials, furniture and technology that will reduce energy use including LED lighting, low VOC paint and durable flooring solutions. Investment in mobile rather than fixed technologies, wireless as well as wired networks, and mobile furniture are other sustainable commitments undertaken in the project.

Between April 1, 2014 and March 31, 2017, 136 classrooms were renovated or were in the process of being renovated, with additional learning spaces receiving technology-only upgrades such as AV equipment replacements and improvements. The University Centre multi-purpose rooms were also renovated in 2016.

### Learning Space Renewal Projects

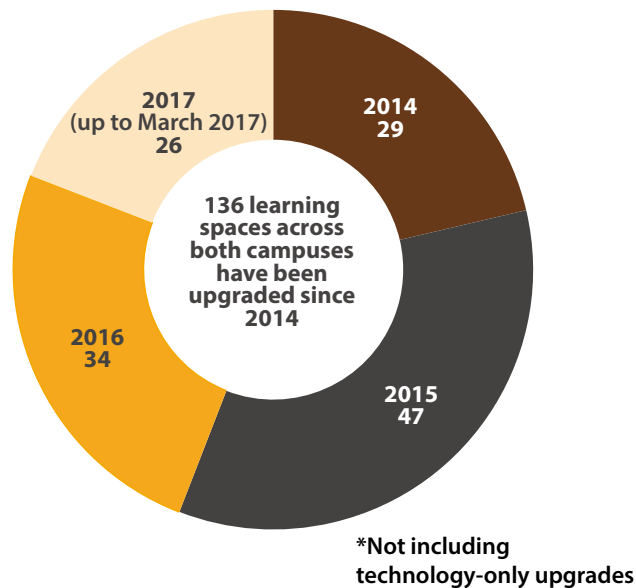


Figure 4-9 Learning Space Renewal Projects

Source: Office of Vice-President (Administration)

## SUSTAINABILITY

Meeting the goal to support environmental sustainability remains important work at the University, and in March 2016, the University's Board of Governors approved a new Sustainability Strategy.

The strategy establishes priorities, targets and initiatives in six key areas: Transportation and Accessibility, Ecology and Environment, Land Use, Resource Conservation and Efficiency, Climate, and Campus Life. The University has undertaken a number of initiatives during this report period, including:

- Launching of a Green Office Program with sustainability champions to reduce resource use and promote environmental protection in their campus workplace;
- Drafting of a Sustainable Transportation Strategy through extensive university community engagement;
- Implementation of a bike parking strategy that led to a large increase of racks due to the installation of inverted U-racks and bike lockers. By replacing some of the older, less secure racks with newer racks, the University has committed to higher quality bike parking facilities.

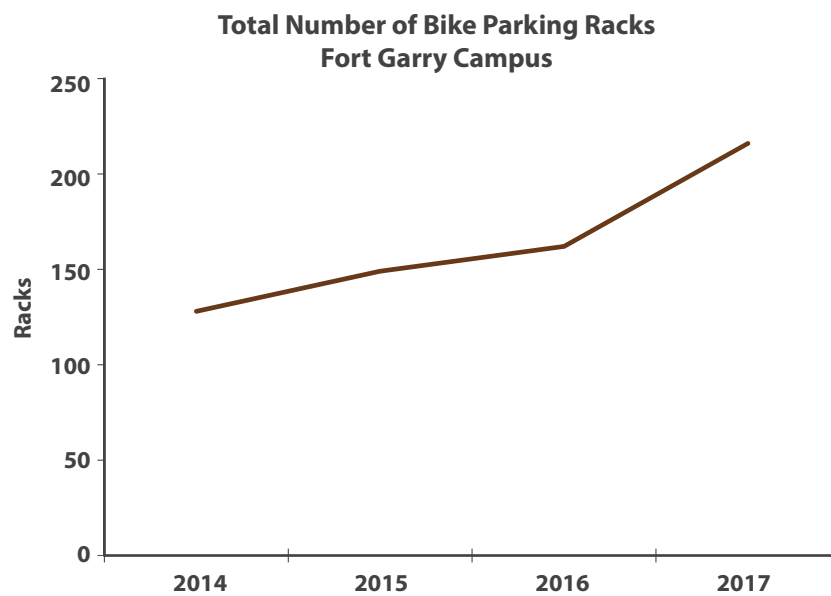


Figure 4-10 Total Number of Bike Parking Racks FG Campus

Source: Office of Vice-President (Administration)

- Collaboration with the Campus Food Strategy group to participate in the pan-Canadian Student Food Challenge event, which provides opportunities for students to design solutions to and take action on campus food system challenges;
- Building knowledge and support for sustainable lifestyles through a wide range of engagement activities including Lug-a Mug, Jack Frost Challenge, Commuter Challenge, Bike to Work Day and Jane's Walk;
- Improving waste management, leading to a 50 per cent increase in the diversion of recyclables from the waste stream following the 2015 launch of a "Put Recyclables in Their Place" campaign; and

Through partnership with students and local non-government organizations, installation of nesting boxes to improve the urban habitat for wood ducks.

A key strength of Sustainability Strategy 2016-2018 is that it advances a performance management framework using STARS (Sustainability Tracking, Assessment and Rating System) to analyze and compare performance. This transparent, self-reporting framework is used by colleges and universities across North America to enable meaningful comparisons over time and across institutions using a common set of measurements and create incentives for continual improvement toward sustainability. The University achieved a Silver STARS rating in May 2015.

### INDIGENOUS DESIGN AND PLANNING PRINCIPLES

The University has committed to making Indigenous culture, language and symbols visible throughout our campuses. As part of this commitment, Indigenous Design and Planning Principles, developed collaboratively under the guidance of an Indigenous Advisory Committee and Subcommittee, and supported by the University's Indigenous Advisory Circle, were established to guide planning and design on all University lands and campuses. The principles are to:

- Commit to Relationships and Listening
- Demonstrate Culturally Relevant Design
- Respect Mother Earth
- Foster a Sense of Belonging and Community
- Embrace a “Seven Generations” View

These principles are rooted in the concept of interdependence, where the various components of campus planning and design are not isolated, but interdependent and interconnected. Under these principles effective planning must recognize that all components of a place — such as the land, water, transportation networks, buildings, infrastructure, open spaces, and the people that inhabit it— are linked in complex ways. Each one affects the other and should be viewed holistically.

The UMSU Bike Kiosk was the first project to be completed using these principles through design and artistic elements, ceremonies conducted by Elders for tree removals and replanting, and a ground blessing. Other projects that have begun using these principles include a Permaculture Garden, Stanley Pauley Engineering Building and the Campus Daycare addition.

***g. Ensure university governance processes are meaningful, transparent, engaging and effective in advancing the University’s mission and strategic priorities.***

The University has committed to improving opportunities for participation in university governance, particularly for students, staff and faculty. A number of committees with broad representation are working on important projects, such as the Accessibility for Manitobans Act (AMA) Steering Committee and the President’s Advisory Committee on Respect.

The University has expanded its educational offerings on university governance, holding dozens of presentations for faculty and school councils as well as targeted workshops as part of new faculty orientation, the academic administrators workshop series and to groups of support staff. The goals of these educational offerings have been to acquaint members of the university community with the governance process and encourage their active engagement and participation.

An online Senate Committee interest form has been developed that allows faculty members to self-identify their interest in serving on Senate Committees and this information has been used by the Senate Committee on Nominations to fill vacancies on Senate Committees and engage new individuals in the governance process.

Online access to Senate and Board meeting materials continues to be enhanced, and the Office of the University Secretary has worked in partnership with Archives and Special Collections to digitize historical Senate and Board records to facilitate quicker responses to queries for information.

The University has also undertaken more engagement in the development of major initiatives. One example is the Behavioral Policies Review process; in addition to seeking the approval of Senate and the Board, broad consultation and engagement phases were built into projects to allow for the improvement of the final recommendations through the recommendations of, and engagement with, the university community.

***h. Develop a culture of continuous dialogue, collaboration, and consensus building to improve communication and inform institutional development within the context of stable and diminishing resources***

The University has increased consultation and consensus-building around important issues for the University community. Examples include the broad inclusion of faculty, staff and students in the Childcare Initiative, the President’s Committee on Respect, the Sexual Assault and Violence Steering Committee, the

Academic Integrity Advisory Committee, and the Travel and Expense Management Steering Committee. The Student Accessibility Procedure requires the creation of Faculty/College/School Accessibility Advisory committees and accommodation teams, specialized decision-making bodies that facilitate faculty input regarding accommodations for students with disabilities.

Efforts toward integrated planning at the University have also enhanced the connection between resource allocation and the University's academic mission and priorities. In keeping with this philosophy, the following initiatives have proceeded during this time:

- Strategic Resource Plan (SRP) submissions were revised in 2016 to promote unit level planning and provide improved opportunity for analysis of requests for strategic funding;
- A Budget and Planning Book was launched to provide an annual overview of key information used in the development of the budget. The first edition was published in October 2015;
- A Budget and Planning committee was established in 2016/17 to manage the budget development process for the University;
- A major project funding allocation work group was established to monitor the implementation of strategic investments;
- The format and presentation of budgetary and financial information was revised to improve communication and accessibility.

To further integrate planning activities at the University, a Budget Model Redesign Initiative was launched in 2016 to examine the University's current approach to resource allocation and develop a set of recommendations for a new resource management, allocation and planning process. A steering committee including representation from several faculties and administrative units worked together to advance this initiative and in March 2017, the President approved the University's new budget model and the move toward implementation.

***i. Enhance and support meaningful connections between faculties and units within the University.***

In addition to the actions described in previous sections, the University has endeavoured to include a wide cross-section of participants on key committees and projects. A renewed emphasis on approaching issues as a community, and including faculty, staff and students together in key projects, has been evident in projects such as the development of a Mental Health Strategy and the Childcare Initiative.

The formation of the Rady Faculty of Health Sciences was intended to help foster a multi-disciplinary approach to health-related issues. A complementary administrative hub approach has been established to better organize the human resource, financial management and operational management of the Faculty.

An administrative hub approach has also since been implemented for units reporting to the Vice President (Administration), with a focus on improved coordination of financial management.

## V. FORGING CONNECTIONS

### to foster high-impact community engagement

Our mission includes the traditional aspect of service to the community, yet we have embraced a shift in thinking to better reflect the reality that we don't simply serve our communities, we engage with them. Our relationships with our colleagues, alumni, friends, donors, and partners — local, national and international — are both reciprocal and collaborative.

We believe in the importance of forging strong connections, ones that join our efforts with those in other organizations, that embed members of our community within others, or that create opportunities for the University of Manitoba to be the place where those joint efforts take shape. We are firmly committed to engaging with communities beyond the University, to closer collaborative relationships with them, and more integration of the University and community. We believe in being present in the communities we serve, and to welcoming them in return.

We are committed to sharing our knowledge and expertise, and to developing and fostering relationships that enable the University and our alumni, donors, and partners to have a direct and positive impact on people's lives.

#### GOALS:

***a. Establish, strengthen and support meaningful connections between the University community and key stakeholders.***

The University conducts outreach activities that reach thousands of community members every year. These include:

- The Rec and Read Mentorship Program, which trains University and community leaders to mentor high school students to deliver after-school programming for early years students in Indigenous communities;
- The WISE Kid-netic Energy program, which provides hands-on, curriculum-based workshops for youth, including young girls, to encourage careers in engineering and science;
- The Bruce D. Campbell Farm and Food Discovery Centre, which has hosted more than 30,000 visitors over the last five years to learn about our food production chain;
- The Science Rendezvous, which in 2017 welcomed over 4,500 guests to campus in order to participate in a free day of fun and discovery in engineering and science.

The University community extends across the globe with alumni, former faculty and staff members, research partners and friends in over 137 different countries. Since 2014, the University has held 22 events in 14 different cities outside of Winnipeg. These events serve to engage stakeholders in the life of the University, highlighting the work of our students and researchers and supporting our national and

international Student Recruitment efforts. Past events have taken place in Toronto, Calgary, Vancouver, San Francisco, Minneapolis, Kuala Lumpur and Hong Kong.

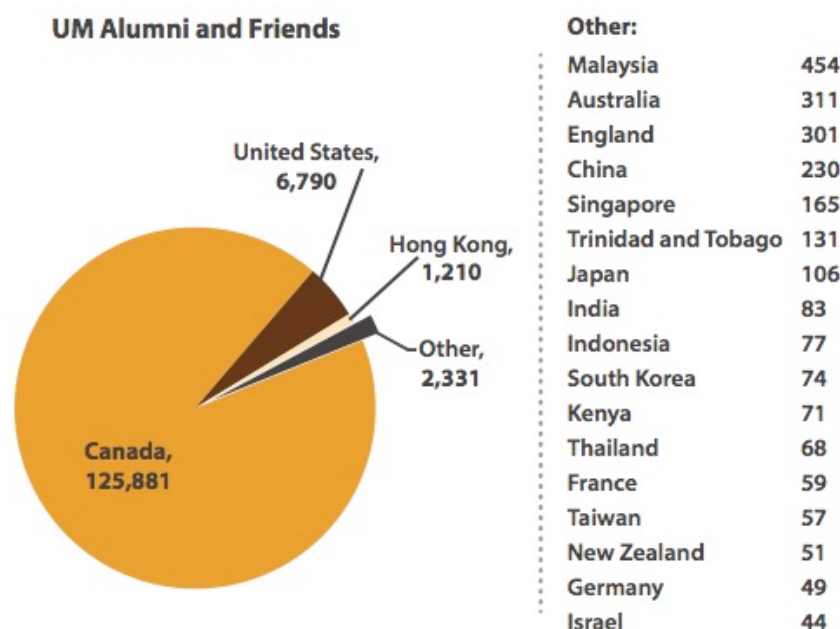


Figure 5-1 UM Alumni and Friends

Source: Office of Vice-President (External)

*UM Today The Magazine*, the University's rebranded alumni magazine launched in 2015, is also an essential line of communication, delivered to over 120,000 alumni and friends around the world. The magazine, published twice annually, highlights the University's students, researchers, faculty and staff, donors and alumni who are making an impact locally and across the world. *UM Today The Magazine* was the recipient of the 2016 Canadian Council for the Advancement of Education (CCA)E Prix d'Excellence Bronze Award in the best print magazine category and the 2017 CCAE Prix d'Excellence Gold Award in the best writing feature category. The University also supports the development and distribution of a number of faculty and college publications including St. John's College's *In Lumine*, the I.H. Asper School of Business' *Update*, and the Max Rady College of Medicine's *MB Medicine*.

The Sustainability Research in Action Program: Living Lab was launched in 2015 to support the use of the campus as laboratory to explore sustainability concepts. Faculty and students, with the support of the Office of Sustainability and community partners, provide opportunities for student experiential learning and research. In line with this program and in partnership with the Faculty of Architecture, Department of Entomology, University of Manitoba Parks Canada Campus Club and industry sponsors, the BEE / HOUSE / LAB open international design competition occurred in 2016. The initiative led to the installation of fifty bee houses, advancing research on urban bee habitat needs. The project won the prestigious 2016 Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE).

UM Today, the University's online network and primary source for news, has had approximately 5 million page views since December 2014, with 60 per cent of traffic originating outside of the University community. Each month, approximately 100 new articles are added. Additionally, UM Today network pages and alumni e-newsletters, which allow faculties and units to share more detailed news content with their own audiences, have been established. Since inception, 26 networks have been launched and the



homepages for those networks have received over 140,000 page views, and newsletter click rates have increased by more than 50 per cent with average unsubscribe rates falling by more than 66 per cent.

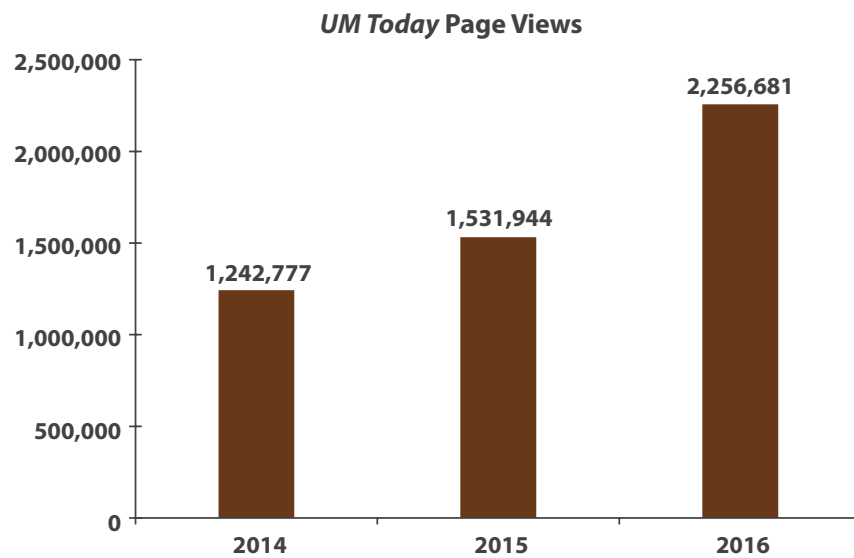


Figure 5-2 UM Today Page Views

Source: Office of Vice-President (External)

The University's social media community is one of the key connection points to stakeholders and continues to grow substantially. As of March 2017, the University's combined suite of social media channels including Facebook, Twitter, LinkedIn and Instagram has a following of over 205,000 members. Since December 2015, this marks an increase of over 200 per cent. A number of new social media initiatives have been launched including:

- The @umstudent Instagram account connects current students with services, supports and opportunities at the University. Launched in December 2015, the account now has over 2,250 followers;
- Instagram "takeovers" invite individual community members to create content for those channels;
- Student takeovers feature current students as they attend events, participate in research or travel-study opportunities; to date, the @umstudent Instagram account has hosted 35 takeovers and the #umtakeover hashtag has been used 872 times.
- Photo challenges and social media contests encourage followers to capture life on campus or share their personal student experiences — the number of contest entries in the 2016/17 academic year is over 500 and continues to increase.
- Social media campaigns by the Office of Sustainability through Instagram, Twitter and Facebook reach the university community and beyond to celebrate the University's successes, increase the knowledge of sustainability outcomes and encourage individual and community action.

Figure 5-3 below shows the University of Manitoba Social Media Subscribers:

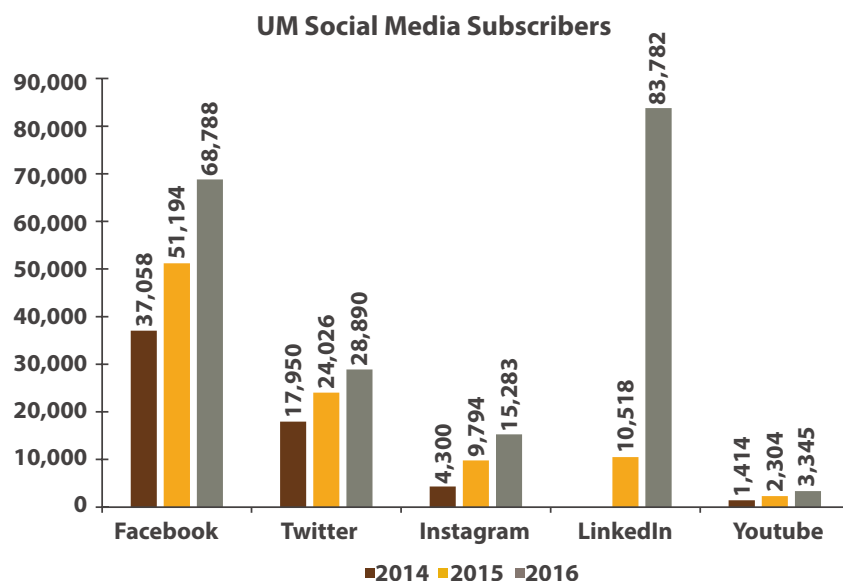


Figure 5-3 UM Social Media Subscribers

Source: Office of Vice-President (External)

The University supports the UMQueer Committee, comprising student, faculty and staff from both the Bannatyne and Fort Garry campuses. This committee works to advance LGBTTTQ community initiatives such as active participation in Manitoba Pride events, including Steinbach's inaugural Pride March in July 2016 and Winnipeg Pride initiatives.

In 2014, the University launched a refreshed format for the Distinguished Alumni Awards Celebration of Excellence. This new expanded format, now in its fourth year, has enabled the University to celebrate exceptional alumni achievements in the following categories: Professional Achievement, Lifetime Achievement, Community Service, Outstanding Young Alumni, and Service to the University of Manitoba. The Celebration of Excellence is a unique opportunity to bring together students, faculty and staff, alumni, government representatives and community members to acknowledge the achievements of award recipients. Over the past four years, we have honoured 22 outstanding alumni with the prestigious Distinguished Alumni Award and have hosted over 1,100 guests at the Celebration of Excellence.

The University also actively engages with many industry network associations including the Friends of Engineering, the Faculty of Architecture's Partners Program and the Associates and Young Associates of the I.H. Asper School of Business. These associations provide a vital link between the University and community members. Through their membership, association members support the University and its students, faculty and staff through a variety of ways including serving as guest speakers in the classroom, providing mentorship to students, and engaging their workplaces as employers for student co-op work placements.

Supporting meaningful connections also has a physical component. Building on Visionary (re)Generation is the newly released Sustainable Transportation Strategy that lays out a framework to improve internal linkages and better connect the campus with the surrounding community. It sets a stage for improvements to pedestrian and cycling opportunities, transit advocacy, car-pooling, fleet management and parking management and marks a significant step forward in the University's journey to lead by example and provide a road map for a more accessible, connected and sustainable future. The Strategy was formulated with the input of over 5,000 student, staff and faculty via surveys, workshops, and open houses over its 18-month development.

***b. Foster a dynamic relationship between alumni and the University.***

In 2016, the University developed a scoring model in order to provide a baseline measure of engagement and to guide the strategic direction of alumni programming. The model examines four factors of engagement:

- Event & Program Participation;
- Philanthropic Giving;
- Volunteerism; and
- Accuracy of Contact Information.

The most recent alumni engagement scores (up to March 2016) identify 100,873 alumni (46.7 per cent) as being at least “somewhat engaged” with the University. Moving forward, alumni engagement scores will be monitored on an annual basis to assess progress against engagement targets and the effectiveness of new alumni programs.

Each year, the University invites alumni to campus to celebrate Homecoming week. Over 25 events are hosted over the week, touching faculties, sports teams and other alumni groups. Since 2014, the University has hosted over 130 class reunions, assisting groups to mark their milestone reunion year in a meaningful way, and has welcomed nearly 2,000 back to campus for this special alumni celebration.

2017 marks both the University of Manitoba’s 140<sup>th</sup> anniversary and Canada’s 150<sup>th</sup> birthday. To celebrate these milestones, the University of Manitoba hosted a special U of M 140/Canada 150 winter festival on February 28, 2017. This special event was attended by thousands of students, faculty and staff, retirees, alumni and community members. The year-long celebration is supported by a UM140 website, which is regularly updated to feature the University’s rich history; as of March 31, 2017, had received over 2,500 visitors.

The University launched the Visionary Conversations series in 2014. Since then, 65 researchers and community subject matter experts have presented at 19 different Visionary Conversations events. The public discussions, which have attracted an audience of nearly 3,000 since inception, have addressed many critical issues including: “What does an accessible Manitoba look like?”; “Reconciliation: What needs to happen next?”; and “Why do we allow poverty to exist in Canada?”

The Seniors’ Alumni Learning for Life Program was launched in 2015. This lecture series provides exclusive opportunities for seniors who are 60 and over to explore new ideas, hear from professors, researchers and fellow alumni who are innovators in their field and engage in lively discussion with others who share their love of learning. To date, all four series of these sessions have sold out. There have been 29 lectures in total, with topics such as “Hidden History — Do You Really Know Winnipeg?” and “Memory and Aging: What’s Normal, What’s Not?”

The University actively engages alumni to participate in student mentorship activities. These activities provide alumni with the opportunity to share their time and professional expertise with students and to provide career advice and guidance. Annual events include the Career Compass Program, the Health Sciences Career Roundtable, the Arts Roundtable, the Faculty of Science Roundtable, U1 Career Icebreaker, 25 Mentors in 25 Days, and the Graduate Students Roundtable. Recently, the University hosted the Post-Secondary Club Living Library, an event that brought together Indigenous alumni to share stories and empower students to make decisions about their futures.

**c. *Be an internationally engaged university with local relevance and global impact.***

The University issues an average of nearly 150 media releases each year that result in stories appearing in a variety of publications across the world. Between December 2014 and March 2017, the following outlets reported on the University:

- The *New York Times* — five times;
- The *Washington Post* — 20 times;
- CBC's flagship news program, *The National* — 105 times, including a documentary showcasing the impact of NeuroBlate, a revolutionary medical technology developed by University of Manitoba alumni; and
- The *Globe and Mail* — 161 times.

The University has also developed the Communities Stories initiative to highlight the impact of student, faculty, staff and researcher-led projects locally and around the world. From anti-bullying programs in Winnipeg elementary schools led by Bison student athletes, to faculty members empowering women farmers in Nigeria, the people of the University are helping to make the world a better place one project at a time. To date, over 100 stories have been shared on the Community Stories network.

How-to videos showcasing University experts have been an extremely popular addition to the University's YouTube channel. Our short video tutorials on a variety of topics (including "How to tell the difference between ticks," "How to sing jazz," and "How to remove a wasp nest") have received over 2.5 million views from around the world.

The University engages extensively in international research collaborations, graduate student supervision, and committees reviewing grants. Partnerships exist across the globe including across North America, South America, Europe, Asia and Africa and have resulted publications of research in international refereed journals and international technology transfer events. More on this is covered under Priority 2.

**d. *Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.***

In addition to the initiatives discussed in Priority 3, the University has conducted significant outreach to Indigenous communities through its social media and communications efforts. A new student position of Indigenous Social Media Coordinator has been added to run the @umindigenous Twitter account, conduct takeovers on other social media channels for specific Indigenous focused events, and share their perspectives as an Indigenous student at the University of Manitoba. In 2017, #UMindigenous doubled outreach and impressions over 2016 stats, and media relations efforts garnered significant print and broadcast coverage.

To promote Indigenous student self-declaration, the University conducted the #IDeclareIndigenous campaign on social media as well as *UM Today* stories and other strategic communications. The campaign encourages Indigenous student self-declaration, as well as promoting the new easy online method of self-declaration and the option to receive the new Indigenous Student Newsletter. This Newsletter has been launched to encourage Indigenous students to get the most from their University experience by sharing information on upcoming events, programs, resources, awards and employment opportunities which are specific to Métis, First Nation and Inuit students.

***e. Demonstrate the principles of inclusion, consultation and integration in finalizing a long-term vision and implementation plan for the development of the Southwood precinct.***

Planning for the use of the Southwood lands at the University is guided by the six main principles of the Visionary (re)Generation Master Plan for the Fort Garry campus. These principles aim position the campus to be:

- Connected, networking the campus and connecting to the city;
- A Destination, offering reasons to come and reasons to stay;
- Sustainable, functioning as a living lab;
- A Community built for density and designed for people;
- An example of Indigenous Design and Planning;
- Transformative in terms of research, learning, working, and living.

As part of the Visionary (re)Generation process, the Southwood lands were included in a collaborative planning process that incorporated input from a broad range of people. Numerous engagement events were held during that process, and a vision for the University's lands was discussed and developed. The Visionary (re)Generation planning process consisted of three phases of collaborative dialogue with stakeholders. The first "exploratory" phase focused on hearing input from stakeholders based on conceptual plans. Input was then incorporated into the creation of draft plan concepts. In the second "generative" phase, more detailed plan concepts were brought back to stakeholders for comment. This step was crucial in communicating feedback from the first phase, which helped shape the evolving design concepts. The third "evaluative" phase comprised sharing the final plan and communicating its content and purpose.

A variety of engagement methods were utilized throughout the Visionary (re)Generation planning process, including:

- Seven large-scale events, open houses, and community engagement fairs;
- 15 community conversations held with specific stakeholder groups;
- Five Neighbourhood Network meetings;
- Six meetings with the Planning Working Group;
- Three meetings with the Energy & Sustainability Performance Management Group;
- Two meetings with the Indigenous Advisory Committee;
- Seven meetings with the Indigenous subcommittee;
- Seven meetings with the Campus Planning & Design Committee;
- A final presentation to the Senate Planning & Priorities Committee;
- A final presentation to the University Senate; and
- A final presentation to the University Board of Governors.

These collaborative efforts and engagement events tested the Plan's directions and vision, informing its development.

***f. Ensure the University is seen as an open resource for members of the community, offering space and opportunity to pursue education, recreation, arts and music and sporting interests.***

The University hosts tours of our campuses' recreation, research, arts and music spaces for government representatives and community organizations in order to convey the importance of the University's role in the community. Some recent examples include:

- Hosting the Honourable Janice Filmon, Lieutenant Governor of Manitoba, Mayor Brian Bowman and The Honourable Kirsty Duncan, Minister of Science, at Migizii Agamik to discuss the University's leadership in Indigenous achievement;
- Conducting a tour of the Richardson Centre for Functional Foods and Nutraceuticals for the Honourable Bill Morneau, Minister of Finance, to demonstrate the impact of the University's agricultural research on the agricultural industry and in driving innovation and economic prosperity in Manitoba and Canada; and
- Hosting the Honourable Rochelle Squires, Minister of Sport, Culture and Heritage, and Sarah Guillemard, MLA, Fort Richmond for a tour of the Taché Arts Project and the Active Living Centre to highlight the University's role as a recreation and arts hub for the province, as well as a host site for national and international events.

The University offers a wide range of opportunities for community members to connect with our community. For example:

- The Winnipeg International Storytelling Festival, a citywide event organized by the Arthur V. Mauro Centre for Peace and Justice, hosts up to 10,000 individuals every year through performances, workshops, a school program and public events around the art of storytelling.
- Multiple lecture series, including the Seniors' Alumni Learning for Life Program, Visionary Conversations and the Robert and Elizabeth Knight Distinguished Visiting Lecture, invite community members to campus in order to engage in learning on a wide variety of subjects.
- Past Knight Distinguished Visitors include Senator Murray Sinclair, Chief Commissioner of the Truth and Reconciliation Commission, and Dr. Neil Degrasse Tyson, renowned astrophysicist and author.

The University's mobile application (app) and online campus maps were updated in 2016 to be more robust in delivering maps, transit and other campus content to the community. The app has been downloaded almost 35,000 times since December 2014 and has delivered nearly 1.5 million screen views. This app easily allows a visitor to know where they are on campus, and highlights key facilities and spaces, in addition to providing customized information including grades and schedules to students.

The University's annual Open House hosted more than 3,300 prospective students and parents in 2017. This one-day event, targeted to students in Grades 10 to 12, provides information on programs and services and opportunities for one-on-one meetings with staff, faculty members and current students. Prospective students have the opportunity to attend lectures and presentations, take a campus tour, and view the University's state-of-the-art athletic facilities. Other outreach activities for prospective students and their families include the University's presence at the Rotary and Brandon Career Symposiums and Head Start, a pre-orientation event for incoming students and parents attracting approximately 1,000 attendees each year.

The University is also proud to promote and support Jane's Walk, an international movement committed to bringing communities together through free, locally-organized walking tours. Organized by the Office of Sustainability and open to all community members, the 2017 event theme was **There to Now — Celebrating 140 Years of the University of Manitoba**.

Since 2014, registrations for the Mini U Program have grown by 21.4 per cent, reaching more than 15,000 annually. Through the Mini U Program, children have the opportunity to engage in leadership development, special interest programs such as robotics and architecture, and to improve their skills through various sport-focused programs. From September through June, Mini U's offerings include swimming programs, school programs and programs for homeschool children. Mini U has reached into the heart of our community and been recognized for its outreach in running special programs and events for victims of flood affected areas and newcomers to Canada (see Figure 5-4).

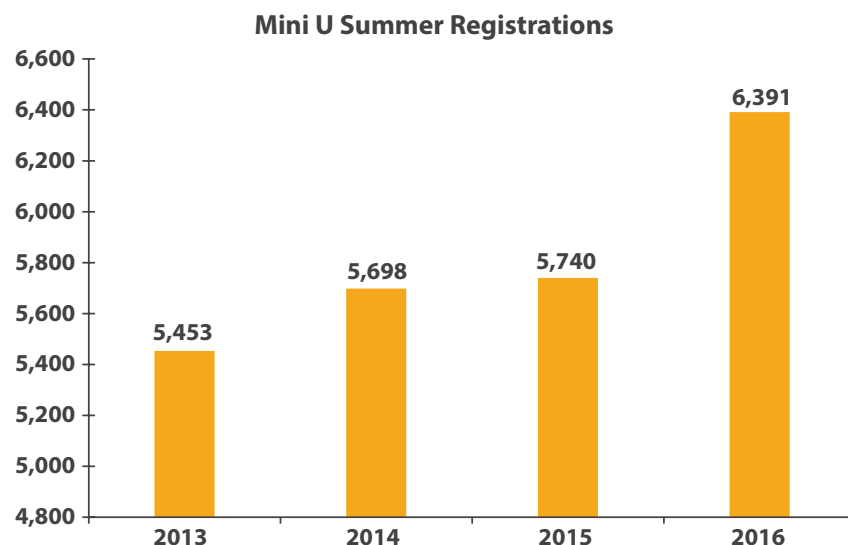


Figure 5-4 Mini U Summer Registrations

Source: Office of Vice-President (External)

The University offers community access to some of Manitoba’s best sport and recreation facilities. Since the opening of the state-of-the-art Active Living Centre in 2015, community memberships have increased by 37 per cent. The 100,000 square-foot Centre anchors the sport and recreation facilities on the southwest corner of the Fort Garry campus and boasts a bright glass exterior, open-concept space that houses an impressive inventory of cardio, free weight and resistance training options. Facility membership, recreation program options and sports leagues are offered to community members throughout the year (see Figure 5-5).

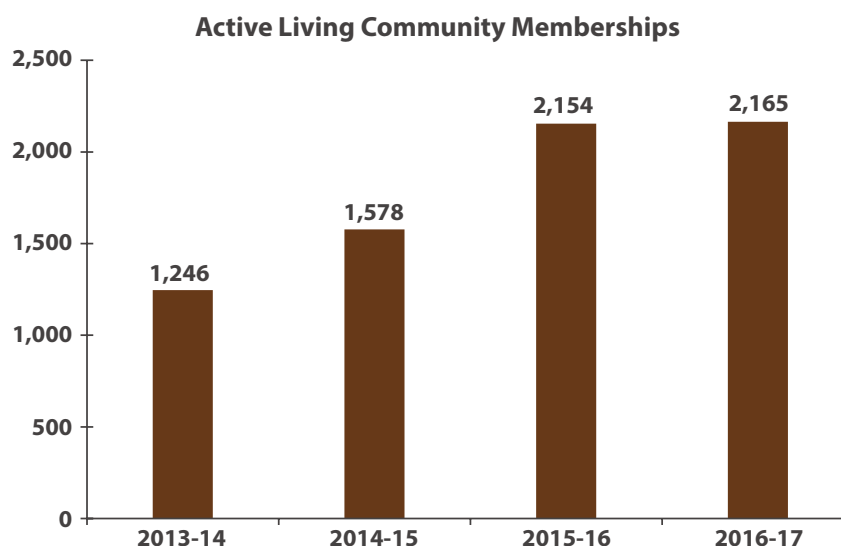


Figure 5-5 Active Living Community Memberships

Source: Office of Vice-President (External)

Among the elite university sport programs in Canada, Bison Sports hosts more than 80 home sport events each season, attracting over 30,000 sports fans to campus every year to cheer on the “herd.” To date, the University’s Bisons teams have won 42 national championships across 13 teams in nine different sports, with the most recent national victory by women’s volleyball team in 2014. Bisons student-athletes also make an impact beyond sports through the student-led University of Manitoba Athletic Council (UMAC). Student-athletes lead and participate in community outreach programs such as Bisons Against Bullying and Bison Book Buddies, and volunteer for various community programs including Siloam Mission.

The University’s creative and performing arts also play an active role building a culturally vibrant community on campus. This cultural hub brings together artists, musicians, and performers and audiences from the University community and the public who are engaged in these arts activities. The School of Art houses the third largest gallery space in Manitoba and presents 7-10 exhibits every year. Each exhibit is celebrated with an opening and guest lecture that provides an opportunity for deeper engagement with the artist.

The newly open John J. Conklin Theatre in Taché Hall is home to the Black Hole Theatre as well as other productions. Since its opening in 2016, this active theatre has presented 144 shows featuring more than 800 artists to an audience of nearly 8,000 people. Each year, the Desautels Faculty of Music hosts dozens of public performances. In 2016/17, the University welcomed audiences as large 2,000 with 20 performances by over 1,200 musicians.

***g. Build a culture of advancement and philanthropy across the University community.***

2017 marks the 30<sup>th</sup> anniversary of the University’s student endowment fee program. Since inception, students from 11 faculties, schools and colleges have contributed over \$50 million in support of their fellow students and student experience initiatives. Through this program, student leaders in participating units hold a vote for the student body within their faculty, school or college to determine a student endowment fee amount which is calculated on a per student, per term of study basis and which project(s) funds raised will support. Many choose to support projects within their faculty, school or college, but students have also chosen to support University-wide student services such as the Campus Food Bank. Student leaders are recognized for their work in promoting philanthropy to the student population at an annual reception, hosted by the President and Vice-Chancellor, where they are presented with a plaque of recognition to be displayed in their faculty, school or college.

Each year, the Faculty, Staff and Retirees Campaign encourages the University’s internal community to make philanthropic gifts to advance key projects and initiatives. Campaign ambassadors within participating faculties, schools, colleges and administrative units organize events and other initiatives to celebrate giving back to the University. Since December 2014, over \$4.5 million has been raised through the Faculty, Staff and Retirees Campaign.

The University has also partnered with the University of Manitoba Retirees’ Association (UMRA) to promote philanthropy to its membership. UMRA has established several student awards funded by gifts from its members and actively promoted within the large and active community of University retirees.

Each year, the University conducts activities in recognition of National Philanthropy Day, an international day of celebration that serves to recognize the impact of philanthropy in communities. This event provides a unique opportunity for the University to highlight the student awards and programs, space enhancements and research projects that have been supported by donors. Past activities include:

- A thank you booth invited students, faculty and staff to take a photo and write a personal message to donors, thanking them for their support of specific projects at the University;



- Gold tag day placed gift tags on the equipment, furniture and spaces made possible through donor support, providing a visual representation of donor impact to students, faculty, staff and other campus visitors; and
- Instagram challenges where followers locate specific spaces supported by donors and share their personal perspectives on the impact of that space on students.

The University has conducted many learning sessions for deans, directors and unit heads in to help build understanding of advancement and philanthropy. In order to prepare for the launch of the Front and Centre campaign, the Vice-President (External) and Associate Vice-President (External) hosted monthly meetings for deans where relevant topics in philanthropy were discussed and campaign updates were provided. Additionally, notable subject matter experts have been hosted on campus to conduct professional development sessions including Lorna Somers, Vice-President of McMaster University Foundation and Senior Campaign Director for the University, and Andy Shaindlin, Vice-President, GG&A.

***h. Tell the story of the University, engage alumni and community partners, and secure funds through philanthropy and government support.***

The University's Front and Centre campaign was publicly launched in October 2015 with an ambitious goal of raising \$500 million — the largest philanthropic campaign in Manitoba's history. The campaign identifies five priority areas for philanthropic investment:

- Indigenous Achievement
- Graduate Student Support
- Research Excellence
- Outstanding Student Experience
- Places and Spaces

The launch of the Front and Centre campaign took place at the halftime show of a Winnipeg Blue Bombers football game on the University's Homecoming weekend. The event, featured a number of dancers and performers, as well as remarks from Dr. Israel Idonije, Bison Football alumnus and Honorary Degree recipient. The event was recognized with the 2016 CCAE Prix d'Excellence Gold Award in the best development event category and 2017 CASE District VIII Silver Award in the best special event category.

As of March 31, 2017, the University raised \$430,804,377 towards the \$500 million campaign goal. The University has secured gifts from 27,483 donors to the Front and Centre campaign — 22,952 of which are alumni of the University. Since December 2014, the University has conducted 2,906 face-to-face meetings with over 1,500 potential donors and the Front and Centre website has received over 35,000 unique visitors. In addition, the University is in continued discussions with the Province of Manitoba regarding a \$150 million commitment to the Front and Centre campaign (see Figure 5-6).

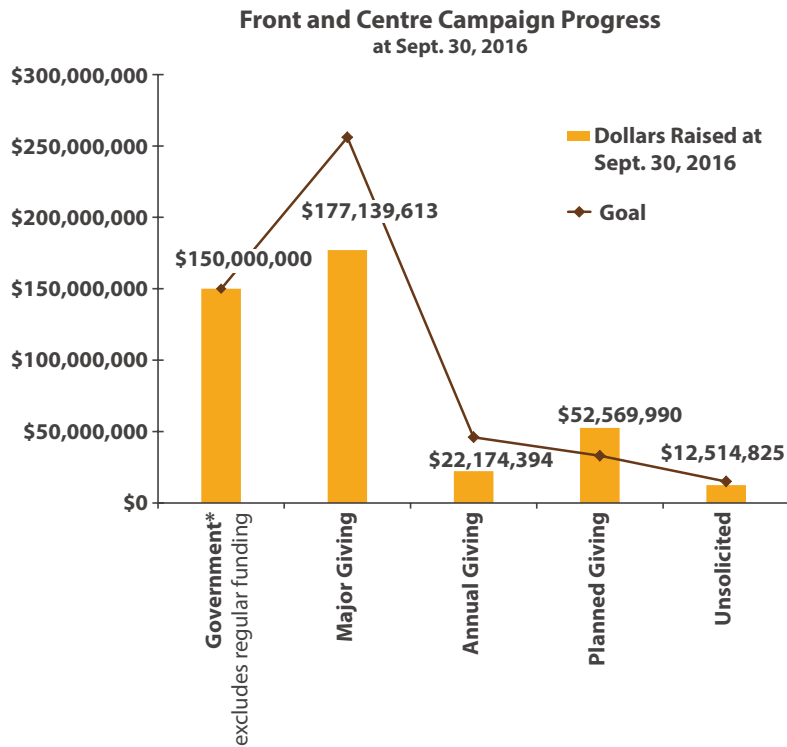


Figure 5-6 Front and Centre Campaign Progress at Sept.30, 2016

Source: Office of Vice-President (External)

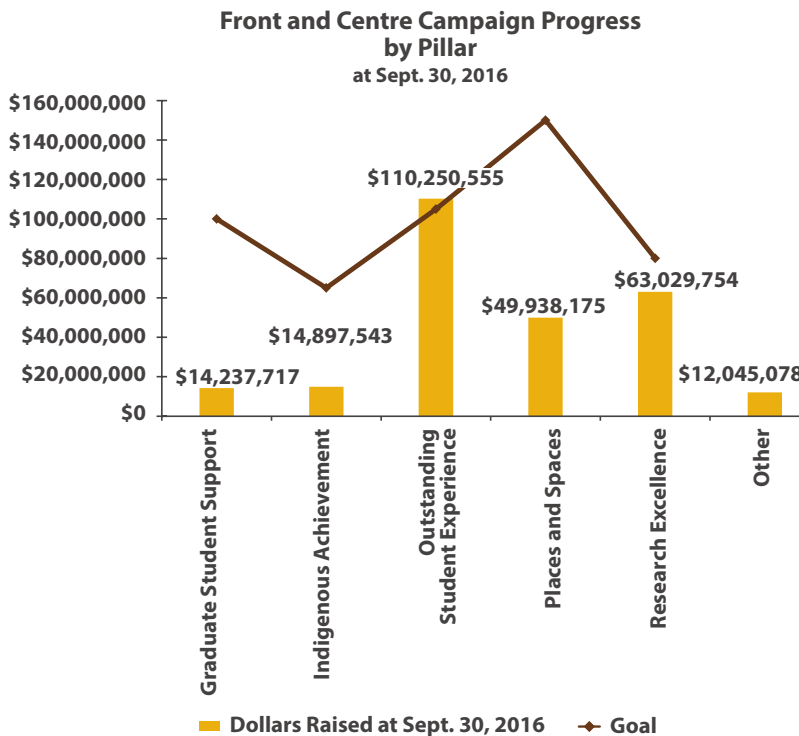


Figure 5-7 Front and Centre Campaign Progress by Pillar at Sept.30, 2016

Source: Office of Vice-President (External)

Figure 5-8 represents the goals and achievements to date on an annual basis and a cumulative basis. We are currently tracking ahead of the projections made by KCI in the feasibility study for the campaign.

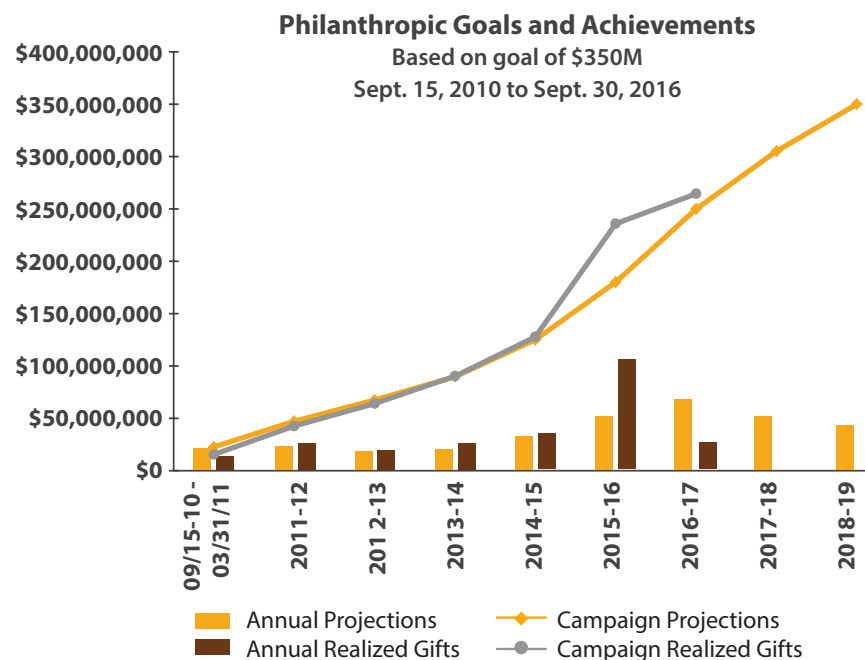


Figure 5-8 Philanthropic Goals and Achievements

Source: Office of Vice-President (External)

The funds raised for the Front and Centre campaign to date have been directed to projects across the entire University community, touching every faculty and key institutional priority. To date, funds raised through the Front and Centre campaign have resulted in:

- 568 student prizes, bursaries, scholarships and fellowships approved by Senate;
- 11 new endowed Research Chairs;
- Seven new endowed Professorships; and
- 29 new space constructions and existing space enhancements.

During the Front and Centre Campaign, 74 Funds and Programs were supported through gifts to the Indigenous Achievement Pillar totalling \$8,925,197.28. Other specific examples of the campaign's support include:

- New construction and renovations across both campuses, including the new Active Living Centre, the Stanley Pauley Engineering Building, the Taché Arts Complex and Music Addition, UMSU University Centre, and many other spaces.
- A scholarship for LGBT students in the Faculty of Engineering to foster academic excellence among a group of students not usually considered part of the mainstream engineering community. This scholarship, supported by a gift \$30,000 gift from Jeff Kushner [B.A./1982, B.Sc.(M.E.)/1987] and his partner, Randall McGinnis, is the first of its kind in Canada and received national media coverage in the *Globe and Mail*.

- Investment to support classroom and laboratory upgrades across the University's campuses, from modernizing classrooms in the Tier Building to outfitting the Respiratory Therapy Laboratory with the latest in technology and equipment. The project, supported by a \$10-million donation from the Richardson Foundation, will positively impact thousands of students, faculty and researchers on both campuses.
- The University received the largest philanthropic gift in its history of \$30-million from Ernest Rady [B.Comm./1958, LL.B./1962, LL.D./2015] and Evelyn Rady [B.A./1960, B.S.W./1961, M.S.W./1967], through the Rady Family Foundation, to support the Faculty of Health Sciences. This transformative gift will support teaching, students, and research in the faculty, which has since been named the Rady Faculty of Health Sciences. This announcement event for this gift was recognized with the 2017 CCAE Prix d'Excellence Gold Award in the best development event category.
- The University of Manitoba Students' Union announced its gift of \$15.9 million on behalf of undergraduate students to support the revitalization of student spaces, increase childcare options on campus, double undergraduate research opportunity, and increase the number of scholarships and bursaries for Indigenous students.
- Gerry Price [B.Sc.(M.E.)/1970, M.Sc./1972, LL.D./2017], on behalf of the Price family and Price Industries, made a gift of \$1.25 million in support of the Faculty of Engineering. This investment will fund the construction of the new Engineering Innovation and Prototype Centre, provide entrance and undergraduate scholarships, and support ENGAP students, a program that provides students of Aboriginal ancestry with access to University leading to graduating with a Bachelor of Science Degree in Engineering.
- Richard Morantz [B.Comm.(Hons.)/1981] and Sheree Walder Morantz [B.A./1980, LL.B./1984] invested \$5 million to establish the Richard Morantz and Sheree Walder Morantz Chair in Business Ethics at the I.H. Asper School of Business. This significant gift will bolster the University's ability to provide all business graduates with a strong foundation in ethical decision-making.
- The Joyce Family Foundation made a gift of \$1 million to support the University's Youth-in-Care Tuition Grants, a program which provides youth who are either currently or who have been in care of Manitoba Child and Family Services the opportunity to access post-secondary education.
- Qualico made an investment of \$1 million to establish the Qualico Bridge to Success, a program designed to ease the transition of Indigenous students into post-secondary education at the University. The program will involve one-day summer camps before the start of the fall Term, Neechiwaken Indigenous Peer Mentor Program, social events and academic enhancements such as a learning cohort and tutoring.
- Great-West Life, Investors Group and Power Corporation of Canada invested \$12 million to establish the Institute for Leadership Development, a new teaching and research institute committed to developing leaders across all disciplines of study. \$2 million of this investment will come from personal contributions from past and current leaders among the three companies. In addition to the institute, this investment will also establish a Chair in Leadership Education, a Chair in Leadership Research, and the President's Student Leadership Program.
- Bell MTS has made a \$500,000 investment to establish the Bell MTS Innovations in Agriculture Program at the Faculty of Agricultural and Food Sciences. The program will provide students with the opportunity to develop projects using Internet of Things (IoT) technologies for agri-food and bio-resource applications.

## VI. CONCLUSION

The University has made meaningful progress from January 2015 to March 2017 in all five of the strategic priorities articulated in *Taking Our Place*. Though a report of this kind cannot cover all of the work being undertaken, evaluating and reflecting upon the activities at this point can provide guidance for the remaining time leading up to 2020.

In assessing our progress to date, we can recognize our areas of success and areas in which additional time and resources may be needed to see further progress over the duration of the strategic plan.

This information will facilitate more focused engagement with the broader University community, Senate and the Board of Governors about *Taking Our Place* and promote discussion about future opportunities and directions for the University of Manitoba.

A final report will follow the conclusion of the plan in 2020.

March 21, 2018

## **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 Tina Chen will be the Speaker for the Executive Committee for the April 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 COMMITTEE ON AWARDS – Part B

### **Preamble**

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

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

### **Observations**

At its meeting of February 20, 2018, the Senate Committee on Awards reviewed 1 new offer and 2 revised offers that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated February 20, 2018).

### **Recommendations**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve 1 new and 2 revised offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated February 20 2018).

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

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

## SENATE COMMITTEE ON AWARDS

### Appendix A February 20, 2018

#### 1. NEW OFFER

##### **Kiwanis Bursary for Indigenous Students**

The Kiwanis Club of Winnipeg has established an annually funded bursary through the Winnipeg Foundation to support Canadian Indigenous students. Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba. Beginning in the 2018–2019, bursaries valued at \$500 each will be offered to one or more undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are enrolled full-time (minimum 60% course load) in any year of study in any faculty, college, or school at the University of Manitoba;
- (3) have either:
  - a) as an entering student, met the minimum admission requirements for University 1 or any faculty, college, or school with a Direct Entry option;
  - b) as a continuing student, achieved a minimum degree grade point average of 2.0.
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

Preference will be given to candidates who have demonstrated community service through participation in Indigenous groups, and/or charitable, cultural, or other community support organizations, inside or outside of campus. These candidates must submit a statement (maximum 250 words) describing their involvement in community service along with the standard bursary application form.

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

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

(Attachment I)

#### 2. AMENDMENTS

##### **Allan Waisman Indigenous Architecture Scholarship**

The following amendments were made to the terms of reference for the Allan Waisman Aboriginal Architecture Scholarship:

- The title of the award was revised to:  
*Allan Waisman Indigenous Architecture Scholarship*
- Part of the preamble was revised to:  
*Mr. Allan Waisman (B.Arch./50), with a contribution from the Manitoba Scholarship and Bursary Initiative, has established an endowment fund of \$100,000 to support graduate*



*scholarships for Canadian Indigenous students in the Faculty of Architecture. Each year, the available annual income from the fund will be used to offer one or more scholarships to Canadian Indigenous graduate students who:*

- One or more scholarships will now be offered
- The biographical information was moved to the bottom of the page
- The numbered criteria were revised to:
  - (1) are Canadian Indigenous (First Nations, Métis, Inuit);*
  - (2) are enrolled full-time in the Faculty of Graduate Studies in any graduate program offered by the Faculty of Architecture;*
  - (3) have achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;*
  - (4) have a strong record of community work, volunteerism or other related activity in an Indigenous organization or community;*
- The application process was revised to:  
*In order to demonstrate how they meet criterion (4), candidates must submit a written statement (maximum 250 words) outlining their relevant experiences.*
- The selection committee information was revised to:  
*The selection committee will have the discretion to determine the number and value of the scholarships based on the available annual income from the fund. The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee for this award.*
- The standard Board of Governors statement was added

(Attachment II)

### **Prof. P. N. Shivakumar and Family Bursary in Mathematics**

The following amendments were made to the terms of reference for the Professor P.N. Shivakumar and Family Bursary in Mathematics:

- The name of the award was revised to:  
*Professor Emeritus P.N. Shivakumar and Family Bursary in Science*
- The preamble was revised to indicate the change from a Mathematics award to a Science award
- The numbered criteria were revised to:
  - (1) is Canadian Indigenous (First Nations, Métis, Inuit);*
  - (2) is a full-time (minimum 60% course load), third-year student in the Faculty of Science;*
  - (3) has achieved a minimum degree grade point average of 2.5;*
  - (4) has demonstrated financial need on the standard University of Manitoba bursary application form.*
- The selection committee statement was changed to read:  
*The selection committee will be named by the Dean of the Faculty of Science (or designate).*
- The standard Board of Governors statement was added

(Attachment III)



UNIVERSITY  
OF MANITOBA

November 28, 2017

## Enrolment Services

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

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Mabelle Magsino, Awards Establishment Coordinator  
424F University Centre  
University of Manitoba

### RE: Kiwanis Bursary for Indigenous Students

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the **Kiwanis Bursary for Indigenous Students**.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students (undergraduate)	Total Students	% Indigenous Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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

Sincerely,

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

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

February 6, 2018

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

**RE: Allan Waisman Indigenous Architecture Scholarship**

Dear Dr. Hultin,


The Faculty of Architecture supports the revised terms of reference for the Allan Waisman Indigenous Architecture Scholarship.

In the Fall Term of 2017, the Faculty of Architecture's self-declared Canadian Indigenous student population was 6.2% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. The Indigenous student enrolment data for the past five years in Architecture is provided for context in the table below.

<b>Year (Fall Term)</b>	<b>Number of Indigenous students in Architecture</b>	<b>Total Number of Architecture Students</b>	<b>% Indigenous students</b>
2017	19	305	6.2
2016	25	318	7.9
2015	21	303	6.9
2014	15	283	5.3
2013	14	303	4.6

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

Sincerely,



Dr. Jonathan Beddoes  
Dean, Faculty of Architecture

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



UNIVERSITY  
OF MANITOBA

## Faculty of Science

Office of the Dean  
239 Machray Hall  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone (204) 474-9348  
Fax (204) 474-7618

January 23, 2018

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Regan Sarmatiuk,  
Awards Establishment Coordinator  
424E University Centre  
University of Manitoba

Dear Dr. Hultin, **Re: Professor Emeritus P.N. Shivakumar and Family Bursary in Science**

The Faculty of Science supports the amendments to the Professor Emeritus P.N. Shivakumar and Family Bursary in Science.

In the Fall Term of 2017, the Faculty of Science's self-declared Canadian Indigenous student population was 5.3% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. The Indigenous student enrolment data for the past five years in Science is provided for context in the table below.

Year (Fall Term)	Number of Indigenous students in Faculty of Science	Total Number of Science Students	% Indigenous students
2017	273	5,163	5.3
2016	267	5,090	5.2
2015	249	4,788	5.2
2014	229	4,374	5.2
2013	186	4,082	4.6

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

Sincerely,

Dr. Stefi Baum  
Dean, Faculty of Science

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

**Report of the Senate Committee on Academic Accommodation Appeals RE: Revised Student Accessibility Appeal Procedures and Terms of Reference of the Senate Committee on Academic Accommodation Appeals**

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**Preamble:**

1. The terms of reference for the Senate Committee on Academic Accommodation Appeals (SCAAAP) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/scaaap.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/scaaap.html)
2. At its meeting on February 2, 2018 SCAAAP considered proposed revisions to the *Student Accessibility Appeal Procedure* and the terms of reference of the Senate Committee on Academic Accommodation Appeals. The Procedure was previously revised on June 22, 2016.

**Observations:**

1. The proposed revisions are in response to feedback from users of the Procedure and feedback from the Cooper Commission Implementation Working Group. The revisions also include editorial corrections where required.
2. Currently section 1.1 only refers to the University providing a process for students to appeal decisions relating to accommodation of a disability which adversely affects them. This section has been expanded to also include reference to the appeal rights of Academic Staff Members, who have the right to appeal decisions relating to student accommodation of a disability which would undermine Bona Fide Academic Requirements or any essential skills document developed for programs that are subject to external accreditation, as currently noted in section 2.11 of the Procedure.
3. The addition of section 1.2 would provide direction and clarity regarding the pathway of appeals involving academic consequences related to accommodations, waiver and substitution requests and requests to graduate notwithstanding, noting that such matters would be considered by Faculty/College/School appeal committees, and if not resolved, would be considered by the Senate Committee on Appeals.
4. The five day turnaround time for initial reconsideration by the Coordinator of Student Accessibility Services and the ten day turnaround time for the appeal process were determined to be unreasonable. The revisions to sections 2.4 and 2.23 remove the specific number of days and instead indicate that reasonable efforts would be made to ensure that the timing of the decision would not delay the student's progress in their program.
5. Language throughout the Procedure has been revised to reflect revisions to the *Accessibility Policy* and *Student Accessibility Procedure*, which were approved by Senate on June 21, 2017.
6. Proposed revisions to the terms of reference of the Committee include an increased membership, the addition of a Vice-Chair and clarification of term lengths. An increase from five academic members to ten academic members would help to ensure the

February 14, 2018

Committee could respond promptly to appeals by providing a greater pool of members from which to select a hearing panel. Adding a Vice-Chair would allow for someone to chair an appeal hearing in the event the Chair has a conflict of interest or is unavailable. A statement regarding reviewing the Procedures periodically, and, if necessary, recommending changes has been added to be consistent with the terms of reference of other Senate level appeal committees.

### **Recommendation**

The Senate Committee on Academic Accommodation Appeals recommends:

***THAT Senate approve the revised Student Accessibility Appeal Procedure and revised terms of reference of the Senate Committee on Academic Accommodation Appeals, effective September 1, 2018.***

Respectfully submitted,

Dr. Robert Hoppa, Chair  
Senate Committee on Academic Accommodation Appeals

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>STUDENT ACCESSIBILITY APPEAL PROCEDURE</b>
<b>Parent Policy:</b>	Accessibility Policy
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	June 22, 2016
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Senate
<b>Authority:</b>	<i>The University of Manitoba Act, Section 16(1)</i>
<b>Responsible Executive Officer:</b>	University Secretary
<b>Delegate: (If applicable)</b>	
<b>Contact:</b>	University Secretary
<b>Application:</b>	All Employees and Students

### Part I Reason for Procedure

- 1.1 To define the extent to which the University provides a process for:
  - (a) students to appeal decisions relating to accommodation of a disability which adversely affect them; and
  - (b) Academic Staff Members to appeal decisions relating to student accommodation of a disability which would undermine Bona Fide Academic Requirements or any essential skills document developed for programs that are subject to external accreditation.
- 1.2 Appeals involving academic consequences related to accommodations, waiver and substitution requests and requests to graduate notwithstanding would not be heard through the Student Accessibility Procedure, but would instead be considered by Faculty/College/School appeal committees, and if not resolved, would be considered by the Senate Committee on Appeals.

## **Part II Procedural Content**

### **Definitions**

- 2.1 All terms defined in the Student Accessibility Procedure shall have the same meaning in this Student Accessibility Appeal Procedure.

### **Initial Reconsideration by Coordinator of Student Accessibility Services**

- 2.2 Students who believe that they have not been treated in accordance with the Student Accessibility Procedure, or who believe they were not reasonably accommodated by the proposed Accommodation, or who believe that the proposed Accommodation may have been different in light of new or previously unavailable information or documentation may first discuss this matter with the Coordinator of Student Accessibility Services (SAS) and request reconsideration. In seeking to resolve any disagreement, the Faculty/School Accessibility Advisory Committee may be consulted by a party.
- 2.3 Academic Staff Members who believe that a proposed accommodation would compromise the defined Bona Fide Academic Requirements or essential skills document in question may request that the Coordinator of SAS reconsider the proposed accommodation. In seeking to resolve any disagreement, the Faculty/School Accommodation Team and/or Accessibility Advisory Committee may be consulted. An Academic Staff Member making the request for reconsideration must make it in writing and be able to demonstrate a substantial, viable and direct connection to the student and the proposed accommodation. In such cases, the student shall be made aware of the request for reconsideration and have the opportunity to provide their position to the Coordinator of SAS before a final determination is made.
- 2.4 Following a request for reconsideration from a student, an Academic Staff Member or both, the Coordinator of SAS shall issue a decision in writing to the student, the Academic Staff Member and the Faculty/School, as appropriate, in a timely manner. The Coordinator of SAS will consider any deadlines which impact the student's progress in their program and will make reasonable efforts to ensure that the timing of the decision does not delay the student's progress in their program. In the event of a conflict of interest on the part of the Coordinator of SAS, the request for initial reconsideration shall be addressed to the Executive Director of Student Support.

### **Formal Appeal to Senate Committee on Academic Accommodation Appeals**

- 2.5 If a student or an Academic Staff Member does not agree with the decision of the Coordinator of SAS regarding a request for reconsideration, they may file a formal appeal to the Senate Committee on Academic Accommodation Appeals. Such an appeal must be filed within ten (10) working days of the date on the



letter of reconsideration, or until such time as the Chair may allow if a written request for extension is made prior to the deadline.

- 2.6 If an Appellant files for an appeal beyond the ten (10) working day period, the Appellant must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the appeal if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.7 The Appellant must submit all documentation that will be relied upon for the appeal and must include the following:
- (a) A completed and signed Senate Committee on Academic Accommodation Appeals – Appeal Form. The form is available at the Student Advocacy Office, The Office of the University Secretary, and on the University of Manitoba website;
  - (b) A letter to the Chair clearly explaining the grounds for the appeal;
  - (c) A copy of the letter of reconsideration from the Coordinator of SAS;
  - (d) A copy of all the documentation submitted in regard to the request for accommodation and reconsideration;
  - (e) If the Appellant intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the appeal.
- 2.8 The remedy sought of the Committee shall not differ from that requested in the reconsideration, unless extraordinary circumstances are presented.
- 2.9 The Appellant shall have the right to be accompanied by a spokesperson. In the event the Appellant is a student, the spokesperson may be an advocate from the Student Advocacy Office, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the university community not receiving payment for appearing, a member of the Appellant's immediate family or a lawyer. It is the Appellant's sole responsibility to ensure:
- (a) that his/her spokesperson is familiar with the Student Accessibility Appeal Procedure, the Accessibility Policy and the Student Accessibility Procedure;
  - (b) the adequacy of his/her representation, if any; and
  - (c) to pay for his/her own lawyer's fees, if any.
- 2.10 Students may appeal a decision when:

### **Failure of Judgment**

- (a) they believe the decision made by the Coordinator of SAS was incorrect in his/her judgment regarding the need for, application of, or implementation of an Accommodation.

### **Failure of Process**

- (b) they believe the decision made by the Coordinator of SAS was incorrect due to a failure on his/her part or the part of SAS to dutifully perform the process of determining eligibility, or determining a reasonable Accommodation.

### **Failure of Information**

- (c) they believe the determination made by the Coordinator of SAS was incorrect due to a lack of information, or documentation. Generally speaking, a failure of information is informally handled by the student providing updated or requested documentation.

2.11 Academic Staff Members may appeal a decision when:

### **Compromising Academic Standards**

- (a) they believe that the decision made by the Coordinator of SAS would undermine Bona Fide Academic Requirements or any essential skills document developed for programs that are subject to external accreditation. The onus is on the Academic Staff Member to establish how the standards or essential skills would be compromised by providing the Accommodation. If a Bona Fide Academic Requirements or an essential skills document has not been developed, no appeals shall be available to Academic Staff Members.

2.12 Academic Staff Members filing appeals under this Procedure must demonstrate a substantial, viable and direct connection to the student and the proposed accommodation.

2.13 The composition of the Senate Committee on Academic Accommodation Appeals shall include:

- (a) Ten (10) members of the academic staff appointed by Senate for a three (3) year term;
- (b) Two (2) students appointed by Senate for a one (1) year term;
- (c) A Chair appointed by the President for a three (3) year term;

- (d) A Vice-Chair elected from and by the academic staff members for a three (3) year term.
- 2.14 Upon receipt of an Appeal, the Senate Committee on Academic Accommodation Appeals will notify the Dean or delegate of the Faculty/School, SAS and the respondent of a hearing date.
- 2.15 Appeals will be heard by a panel of at least four (4) members: two (2) academic staff members, a student and the Chair.
- 2.16 The Committee panel will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee.
- 2.17 The Chair of the panel shall only vote in case of a tie.
- 2.18 If the panel determines that it will hear the appeal, they shall convene a hearing with the appellant, SAS or others as soon as possible to consider submissions from all the parties and Dean, if applicable. If the appellant is an Academic Staff Member, the student shall also be invited to attend the hearing.
- 2.19 The Committee panel may establish rules and procedures for its hearings and meetings. Such procedures must ensure fairness for all parties and facilitate a timely resolution of appeals.
- 2.20 The Committee panel will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or essential skills document of the course or program.
- 2.21 The Committee panel will provide written reasons for its decision, which shall be final and binding on all parties.
- 2.22 All matters considered by the Committee shall be strictly confidential.
- 2.23 In the consideration of appeals by the Committee panel, time shall be of the essence. Attention will be paid to any deadlines which impact the student's progress in their program and reasonable efforts will be made to ensure that the decision of the Committee does not delay the student's progress.

### **Part III Accountability**

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

- 3.3 All Students and Employees are responsible for complying with this Policy.

#### **Part IV Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is January 1, 2025.
- 4.2 In the interim, these Procedures may be revised or rescinded if:
- (a) the Provost and Vice-President (Academic) deems it necessary; or
  - (b) the Procedure is no longer legislatively or statutorily compliant;
  - (c) the Parent Policy is revised or repealed.

#### **Part V Effect on Previous Statements**

- 5.1 This Procedure supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
  - (b) all previous Administration Governing Documents on the subject matter contained herein.

#### **Part VI Cross References**

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Accessibility Policy
  - (b) Student Accessibility Procedure
  - (c) Senate Committee on Admission Appeals
  - (d) Senate Committee on Appeals

## Senate Committee on Academic Accommodation Appeals

### **Terms of Reference:**

The University of Manitoba Accessibility Policy and related Procedures provide that Senate establish the Senate Committee on Academic Accommodation Appeals, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation.

In accordance with the Student Accessibility Appeal Procedure, if a student or an Academic Staff Member does not agree with the decision of the Coordinator of Student Accessibility Services (SAS) regarding a request for reconsideration of a proposed accommodation, the student or Academic Staff Member may file a formal appeal to the Senate Committee on Academic Accommodation Appeals.

The Committee will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee. The Committee will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or Essential Skills Document of the course or program.

**The Committee shall review the Procedures periodically and, if necessary, recommend changes.**

### **Composition:**

The composition of the Senate Committee on Academic Accommodation Appeals shall include:

- (a) Ten (10) members of the academic staff appointed by Senate for a three (3) year term;
- (b) Two students appointed by Senate for a one (1) year term;
- (c) A Chair appointed by the President for a three (3) year term;
- (d) A Vice-Chair elected from and by the academic staff members for a three (3) year term.

The Senate Committee on Academic Accommodation Appeals acts in accordance with the established Policy and Procedures.

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>STUDENT ACCESSIBILITY APPEAL PROCEDURE</b>
<b>Parent Policy:</b>	<del>The University of Manitoba</del> Accessibility Policy
<b>Effective Date:</b>	January 1, 2015
<b>Revised Date:</b>	June 22, 2016
<b>Review Date:</b>	January 1, 2025
<b>Approving Body:</b>	Senate
<b>Authority:</b>	<i>The University of Manitoba Act, Section 16(1)</i>
<b>Responsible Executive Officer:</b>	University Secretary
<b>Delegate: (If applicable)</b>	
<b>Contact:</b>	University Secretary
<b>Application:</b>	All Employees and Students

### Part I Reason for Procedure

- 1.1 To define the extent to which the University provides a process for:
  - (a) students to appeal decisions relating to accommodation of a disability which adversely affect them; **and**
  - (b) **Academic Staff Members to appeal decisions relating to student accommodation of a disability which would undermine Bona Fide Academic Requirements or any essential skills document developed for programs that are subject to external accreditation.**
- 1.2 **Appeals involving academic consequences related to accommodations, waiver and substitution requests and requests to graduate notwithstanding would not be heard through the Student Accessibility Procedure, but would instead be considered by Faculty/College/School appeal committees, and if not resolved, would be considered by the Senate Committee on Appeals.**

## Part II Procedural Content

### Definitions

- 2.1 All terms defined in the Student Accessibility ~~p~~**Procedure shall have the same meaning in this Student Accessibility Appeal Procedure.**

### Initial Reconsideration by Coordinator of Student Accessibility Services

- 2.2 Students who believe that they have not been treated fairly in accordance with ~~this Policy~~ **the Student Accessibility Procedure**, or who believe they were not reasonably accommodated by the proposed Accommodation, or who believe that the proposed Accommodation may have been different in light of new or previously unavailable information or documentation may first discuss this matter with the Coordinator of **Student Accessibility Services (SAS)** and request reconsideration. In seeking to resolve any disagreement, the Faculty/School Accessibility Advisory Committee may be consulted by a party.
- 2.3 Academic Staff Members who believe that a proposed accommodation would compromise the defined Bona Fide Academic Requirements or ~~e~~**Essential s**~~S~~**Skills d**~~D~~**ocument** in question may request that the Coordinator of SAS reconsider the proposed accommodation. In seeking to resolve any disagreement, the Faculty/School Accommodation Team and/or Accessibility Advisory Committee may be consulted. An Academic Staff Member making the request for reconsideration must make it in writing and be able to demonstrate a substantial, viable and direct connection to the student and the proposed accommodation. In such cases, the student shall be made aware of the request for reconsideration and have the opportunity to provide their position to the Coordinator of SAS before a final determination is made.
- 2.4 Following a request for reconsideration from a student, an Academic Staff Member or both, the Coordinator of ~~SAS Student Accessibility Services~~ shall issue a decision in writing to the student, the Academic Staff Member and the Faculty/School, as appropriate, **in a timely manner. The Coordinator of SAS will consider any deadlines which impact the student's progress in their program and will make reasonable efforts to ensure that the timing of the decision does not delay the student's progress in their program**~~normally within five (5) business days of receipt of the request for reconsideration~~. In the event of a conflict of interest on the part of the Coordinator of ~~Student Accessibility Services~~**SAS**, the request for initial reconsideration shall be addressed to the Executive Director of Student Support.

### Formal Appeal to Senate Committee on Academic Accommodation Appeals

- 2.5 If a student or an Academic Staff Member does not agree with the decision of the Coordinator of SAS regarding a request for reconsideration, they may file a formal appeal to the Senate Committee on **Academic** Accommodation Appeals.

Such an appeal must be filed within ten (10) working days of the date on the letter of reconsideration, or until such time as the Chair may allow if a written request for extension is made prior to the deadline.

- 2.6 If an Appellant files for an appeal beyond the ten (10) working day period, the Appellant must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the appeal if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.7 The Appellant must submit all documentation that will be relied upon for the appeal and must include the following:
  - (a) A completed and signed Senate Committee on Academic Accommodation Appeals – Appeal Form. The form is available at the Student Advocacy Office, The Office of the University Secretary, and on the University of Manitoba website;
  - (b) A letter to the Chair clearly explaining the grounds for the appeal;
  - (c) A copy of the letter of reconsideration from the Coordinator of **SAS** ~~Student Accessibility Services~~;
  - (d) A copy of all the documentation submitted in regard to the request for accommodation and reconsideration;
  - (e) If the Appellant intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the appeal.
- 2.8 The remedy sought of the Committee shall not differ from that requested in the reconsideration, unless extraordinary circumstances are presented.
- 2.9 The Appellant shall have the right to be accompanied by a spokesperson. In the event the Appellant is a student, the spokesperson may be an advocate from the Student Advocacy Office, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the university community not receiving payment for appearing, a member of the Appellant's immediate family or a lawyer. It is the Appellant's sole responsibility to ensure:
  - (a) that his/her spokesperson is familiar with the Student Accessibility Appeal Procedure, the ~~University of Manitoba~~ Accessibility Policy and the Student Accessibility Procedure;
  - (b) the adequacy of his/her representation, if any; and
  - (c) to pay for his/her own lawyer's fees, if any.



2.10 Students may appeal a decision when:

**Failure of Judgment**

- (a) they believe the decision made by the Coordinator of SAS was incorrect in his/her judgment regarding the need for, application of, or implementation of an Accommodation.

**Failure of Process**

- (b) they believe the decision made by the Coordinator of SAS was incorrect due to a failure on his/her part or the part of SAS to dutifully perform the process of determining eligibility, or determining a reasonable Accommodation.

**Failure of Information**

- (c) they believe the determination made by the Coordinator of SAS was incorrect due to a lack of information, or documentation. Generally speaking, a failure of information is informally handled by the student providing updated or requested documentation.

2.11 ~~Faculty~~ **Academic Staff** Members may appeal a decision when:

**Compromising Academic Standards**

- (a) they believe that the decision made by the Coordinator of SAS would undermine ~~the~~ Bona Fide Academic Requirements or **any** ~~E~~ssential ~~S~~kills ~~D~~ocument **developed for programs that are subject to external accreditation.** The onus is on the ~~Faculty~~ **Academic Staff** Member to establish how the standards **or essential skills** would be compromised by providing the ~~a~~Accommodation. If a Bona Fide Academic Requirements or an ~~E~~ssential ~~S~~kills ~~D~~ocument has not been developed, no appeals shall be available to ~~Faculty~~ **Academic Staff** Members.

~~2.12 [intentionally blank]~~

2.12 Academic Staff Members filing appeals under this ~~Procedure~~ **Policy** must demonstrate a substantial, viable and direct connection to the student and the proposed accommodation.

2.13 The composition of the Senate Committee on **Academic** Accommodation Appeals shall include:

- (a) **Ten (10)** ~~Five (5)~~ members of the academic staff appointed by Senate ~~for a three (3) year term~~;

- (b) Two (2) students appointed by Senate **for a one (1) year term**;
  - (c) A Chair appointed by the President **for a three (3) year term**;
  - (d) **A Vice-Chair elected from and by the academic staff members for a three (3) year term.**
- 2.14 Upon receipt of an Appeal, the Senate Committee on Academic Accommodation Appeals will notify the Dean or delegate of the Faculty/School, SAS and the respondent of a hearing date.
  - 2.15 Appeals will be heard by a panel of at least four (4) members: two (2) academic staff members, a student and the Chair.
  - 2.16 The Committee panel will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee.
  - 2.17 The Chair of the panel shall only vote in case of a tie.
  - 2.18 If the panel determines that it will hear the appeal, they shall convene a hearing with the appellant, SAS or others as soon as possible to consider submissions from all the parties and Dean, if applicable. If the appellant is an Academic Staff Member, the student shall also be invited to attend the hearing.
  - 2.19 The Committee panel may establish rules and procedures for its hearings and meetings. Such procedures must ensure fairness for all parties and facilitate a timely resolution of appeals.
  - 2.20 The Committee panel will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or ~~E~~ssential ~~S~~kills ~~D~~ocument of the course or program.
  - 2.21 The Committee panel will provide written reasons for its decision, which shall be final and binding on all parties.
  - 2.22 All matters considered by the Committee shall be strictly confidential.
  - 2.23 In the consideration of appeals by the Committee panel, time shall be of the essence. ~~In most cases, the Committee shall make a decision within ten (10) business days of the filing of an appeal.~~ **Attention will be paid to any deadlines which impact the student's progress in their program and reasonable efforts will be made to ensure that the decision of the Committee does not delay the student's progress.**

### **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Procedure is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy and is responsible for the implementation, administration and review of this Procedure.
- 3.3 All Students and Employees are responsible for complying with this Policy.

### **Part IV Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is January 1, 2025.
- 4.2 In the interim, these Procedures may be revised or rescinded if:
  - (a) the Provost and Vice-President (Academic) deems it necessary; or
  - (b) the Procedure is no longer legislatively or statutorily compliant;
  - (c) the Parent Policy is revised or repealed.

### **Part V Effect on Previous Statements**

- 5.1 This Procedure supersedes all of the following:
  - (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
  - (b) all previous Administration Governing Documents on the subject matter contained herein.

### **Part VI Cross References**

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
  - (a) ~~The University of Manitoba~~ Accessibility Policy
  - (b) ~~The~~ Student Accessibility Procedure

- (c) **Senate Committee on Admission Appeals**
- (d) **Senate Committee on Appeals**

## Senate Committee on Academic Accommodation Appeals

### Terms of Reference:

The University of Manitoba Accessibility Policy and related Procedures provide that Senate establish the Senate Committee on Academic Accommodation Appeals, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation.

In accordance with the Student Accessibility Appeal Procedure, if a student or an Academic Staff Member does not agree with the decision of the Coordinator of Student Accessibility Services (SAS) regarding a request for reconsideration of a proposed accommodation, the student or Academic Staff Member may file a formal appeal to the Senate Committee on Academic Accommodation Appeals.

The Committee will meet to determine whether there are grounds to hear the appeal and whether the appeal falls within the jurisdiction of the Committee. The Committee will determine the appropriate accommodation on the basis of the student's disability and the Bona Fide Academic Requirements or Essential Skills Document of the course or program.

**The Committee shall review the Procedures periodically and, if necessary, recommend changes.**

### Composition:

The composition of the Senate Committee on Academic Accommodation Appeals shall include:

- (a) **Ten (10) ~~Five~~** members of the academic staff appointed by Senate **for a three (3) year term**;
- (b) Two students appointed by Senate **for a one (1) year term**;
- (c) A Chair appointed by the President **for a three (3) year term**;
- (d) **A Vice-Chair elected from and by the academic staff members for a three (3) year term.**

The Senate Committee on Academic Accommodation Appeals acts in accordance with the established Policy and Procedures.

**Report of the Senate Committee on Instruction and Evaluation RE: Revised Regulation on Repeated Courses and Attempted Credit Hours and Proposed Limited Access Regulation, Clayton H. Riddell Faculty of Environment, Earth and Resources**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm\\_itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm_itees/502.html).
2. At its meeting on February 14, 2018, SCIE considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth and Resources to revise its regulation on Repeated Courses and Attempted Credit Hours and introduce a Limited Access regulation.

**Observations:**

1. The Clayton H. Riddell Faculty of Environment, Earth and Resources is proposing to modify its regulation 3.8 *Repeated Courses and Attempted Credit Hours* in order to be consistent with the *Repeated Course Policy* (Senate, June 22, 2016).
2. The Faculty is proposing that when a course has been repeated or an equivalent course is taken, only the attempt in which the highest grade was achieved shall be counted towards a student's degree. Grades from all course completions will be used in the calculation of the Degree Grade Point Average, Term Grade Point Average and Cumulative Grade Point Average.
3. The Faculty is proposing a Limited Access regulation which outlines the application of the Limited Access registration rule, noting that students who have never before completed or voluntarily withdrawn from a course or its equivalent would have the opportunity to register for the course before students who are repeating or have previously withdrawn from the course.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve the revised regulation on Repeated Courses and Attempted Credit Hours and Limited Access regulation, Clayton H. Riddell Faculty of Environment, Earth and Resources, effective September 1, 2018.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

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



UNIVERSITY  
OF MANITOBA

Clayton H. Riddell  
Faculty of Environment, Earth,  
And Resources

440 Wallace Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
General Office (204) 474-7252  
Fax: 275-3147

24<sup>th</sup> January 2017

To: Mr. Jeff LeClerc, University Secretary

From: Norman M. Halden, Dean

Re: Revised Repeat Rule Policy

Please find attached The Riddell Faculty's revised Repeat Rule Policy.

The policy was discussed at our Faculty Council on January 15<sup>th</sup> 2018 and passed. The old regulations were out of sync with the University language approved in 2016. The new language conforms to the University Repeated Course Policy.

(i) The current regulation

### 3.8 Repeated Courses and Attempted Credit Hours

Clayton H. Riddell Faculty of Environment, Earth, and Resources students are subject to the University of Manitoba regulations (see General Academic Regulations, Academic Evaluation, Repeating a Course as described in this *Calendar*) and the Riddell Faculty degree regulations regarding eligibility to repeat a course. Repeating a course will not result in the removal of the first attempt and grade in that course from the student's record. The course will appear on the transcript as many times as it has been repeated. ~~Only the grade from the last attempt will be included in the calculation of the cumulative and degree Grade Point Average, unless otherwise stipulated by the degree program.~~ **When a course has been repeated or an equivalent course is taken, only the attempt in which the highest grade was achieved shall be counted towards a student's degree. Grades from all course completions will be used in the calculation of the DGPA, TGPA and CGPA.**

~~Students who wish to repeat a course must contact a Riddell Faculty student advisor for approval prior to registration and complete the Request to Repeat a Course form available on the Riddell Faculty web page ([umanitoba.ca/environment/undergraduate](http://umanitoba.ca/environment/undergraduate)).~~

There is no limit to the number of credit hours permitted in the degree programs in the Faculty provided a student does not exceed the credit hour limit of failed courses stated for specific programs.

#### Limited Access

##### Effective 2018 Winter Term - Limited Access in Effect

**Limited Access is a registration rule that allows students who have never before completed, or voluntarily withdrawn, from a course (or its equivalent) the opportunity to register for the course before students who are repeating or have previously withdrawn from the course.**

**If a student has previously taken a course and received a final grade, or voluntarily withdrawn from the course (VW)\*, any future attempt to take that course or its equivalent is considered a repeated course.**

**\*A previous VW is only considered a repeat if the student voluntarily withdrew in Winter 2017 or later.**



**Effective Winter 2018, Limited Access will prevent a student from registering or placing themselves on the waitlist for a course (or equivalent) being repeated until the "Limited Access Term Expiry Date" has passed.**

**Limited Access applies for three consecutive terms following the term that the course in question was last completed or voluntarily withdrawn (VW).**

**During these three terms of Limited Access, a student may register to repeat a course, without permission, only when the Limited Access Term Expiry Date has passed.**

**Once the three terms of Limited Access has expired, any student wishing to repeat a course must request permission to do so from the Riddell Faculty Dean's Office prior to registration in order to register or place themselves on the waitlist for a course prior to the "Limited Access Term Expiry Date".**

*(ii) The proposed regulation*

### **3.8 Repeated Courses and Attempted Credit Hours**

Clayton H. Riddell Faculty of Environment, Earth, and Resources students are subject to the University of Manitoba regulations (see [General Academic Regulations, Academic Evaluation, Repeating a Course](#) as described in this *Calendar*) and the Riddell Faculty degree regulations regarding eligibility to repeat a course. Repeating a course will not result in the removal of the first attempt and grade in that course from the student's record. The course will appear on the transcript as many times as it has been repeated. When a course has been repeated or an equivalent or mutually exclusive course is taken, **only the attempt in which the highest grade was achieved shall be counted towards a student's degree. Grades from all course completions will be used in the calculation of the DGPA, TGPA and CGPA.**

There is no limit to the number of credit hours permitted in the degree programs in the Faculty provided a student does not exceed the credit hour limit of failed courses stated for specific programs.

#### **Limited Access**

##### **Effective 2018 Winter Term - Limited Access in Effect**

Limited Access is a registration rule that allows students who have never before completed, or voluntarily withdrawn, from a course (or its equivalent) the opportunity to register for the course before students who are repeating or have previously withdrawn from the course.

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During these three terms of Limited Access, a student may register to repeat a course, without permission, only when the Limited Access Term Expiry Date has passed.

Once the three terms of Limited Access has expired, any student wishing to repeat a course must request permission to do so from the Riddell Faculty Dean's Office prior to registration in order to register or place themselves on the waitlist for a course prior to the "Limited Access Term Expiry Date".

**Report of the Senate Committee on Instruction and Evaluation RE: Revised Policy on Repeating Faculty Required Courses, Faculty of Kinesiology and Recreation Management**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_commitees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_commitees/502.html).
2. At its meeting on February 14, 2018, SCIE considered a proposal from the Faculty of Kinesiology and Recreation Management to revise its *Policy on Repeating Faculty Required Courses*.

**Observations:**

1. The Faculty of Kinesiology and Recreation Management is proposing to revise its *Policy on Repeating Faculty Required Courses* by permitting students to repeat a failed faculty-required course more than once and no longer requiring students who fail a faculty-required course twice to withdraw from the program. The Faculty is also proposing that students who fail a faculty-required course be strongly encouraged to seek additional academic supports by meeting with a faculty advisor to discuss an academic plan.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve the revised Policy on Repeating Faculty Required Courses, Faculty of Kinesiology and Recreation Management, effective September 1, 2018.***

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Chair  
Senate Committee on Instruction and Evaluation

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



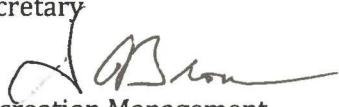
UNIVERSITY  
OF MANITOBA

Faculty of Kinesiology  
and Recreation Management

102 Frank Kennedy Centre  
Winnipeg, Manitoba  
Canada R3T 2N2

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. Douglas Brown, Dean,   
Faculty of Kinesiology and Recreation Management

DATE: January 26, 2018

RE: **FKRM Faculty Council – Passing Grade Requirement Policy**

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At the March 22, 2017 meeting of the Faculty of Kinesiology and Recreation Management Faculty Council, the following motion was approved:

**THAT FKRM Faculty Council recommends to Senate that the FKRM Passing Grade Requirement policy be revised as follows: “A minimum grade of “c” is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course and are strongly encouraged to meet with a faculty advisor to discuss an academic plan.”**

**Faculty of Kinesiology and Recreation Management  
Revised Policy on Repeating Faculty-Required Courses  
January 2018**

A minimum grade of “C” is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course and are strongly encouraged to meet with a faculty advisor to discuss an academic plan. (Faculty Council, March 22, 2017).

**FKRM Submission to the Senate Committee on Instruction and Evaluation (SCIE)**  
**Policy Change**  
**January 2018**

Policy on Repeating Faculty Required Courses

“A minimum grade of “C” is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course ~~only once while in the program~~ **and are strongly encouraged to meet with a faculty advisor to discuss an academic plan.** ~~Students who fail the same faculty-required course twice will normally be required to withdraw from the program. (Faculty Council, February 25, 2009)~~ **(Faculty Council, March 22, 2017)”**

**Rationale:** The current FKRM policy on repeating faculty required courses is too severe. In most cases, students who receive a D in two subsequent attempts at a Faculty-required course submit an appeal requesting a third attempt; however, not all students appeal and instead drop out of the program without seeking academic advising. For these students, it is often one course in their entire degree program with which they struggle to attain a C in two attempts. A better practice would be to encourage students that fail a faculty-required course (i.e. receive a D or F) to seek additional academic supports.

**Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Kinesiology and Recreation Management Council Bylaw**

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**Preamble**

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.
2. The Committee met on March 1, 2018 to consider proposed revisions to the Faculty of Kinesiology and Recreation Management Council Bylaw, as recommended by its Faculty Council.

**Observations**

1. Under memorandum dated December 21, 2017, the Dean of the Faculty of Kinesiology and Recreation Management submitted a revised Faculty Council Bylaw, which had been approved by its Faculty Council on December 7, 2017. The Senate Committee on Rules and Procedures reviewed the amendments, which included changes to the composition of its membership, and other editorial changes.
2. The Committee reviewed and discussed the proposed revisions. For clarification, one change was recommended to the Faculty. The Bylaw recommended to Senate incorporates the Committee's suggested revision.

**Recommendation**

The Senate Committee on Rules and Procedures recommends:

**THAT the revised Faculty of Kinesiology and Recreation Management Council Bylaw be approved by Senate.**

Respectfully submitted,

Dr. Jeffery Taylor, Chair  
Senate Committee on Rules and Procedures

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



## **BY-LAWS OF THE FACULTY COUNCIL**

[The Faculty and School Council General By-Laws](#) of the University of Manitoba Senate describe the membership and powers of the Faculty Councils in general. Membership of the Faculty Council shall include: the President, the designate Provost and Vice-President (Academic), the Dean, full-time professors, associate professors, assistant professors, lecturers, instructors I and II and senior instructors holding academic rank in the Faculty, and a minimum of three students registered in the Faculty, and others as may be authorized by the Faculty by-laws.

The powers of the Faculty Council are subdivided into Powers to Act and Powers to Recommend. In addition to these general regulations, each Faculty or School has its individual by-laws, which are instituted and amended by the council, subject to approval by Senate.

The by-laws of the Faculty of Kinesiology and Recreation Management are listed below.

### **Membership of Council:**

In addition to those persons provided for by the Senate Faculty and School Council General By-Law; the Faculty Council of Kinesiology and Recreation Management shall be composed of:

- a. Three students registered in the Undergraduate program as chosen by Undergraduate Students' Council of the Faculty of Kinesiology and Recreation Management.
- b. One student registered in the Graduate program as chosen by Graduate Students' Council of the Faculty of Kinesiology and Recreation Management.
- c. Those individuals who are on reduced appointments with teaching responsibility for a course(s) in the Faculty of Kinesiology and Recreation Management at the Undergraduate and Graduate level.
- d.. The individual in the position of Undergraduate Program Administrator be granted membership and voting privileges on Faculty Council. **(Faculty Council March 2, 2005).**

### **Limitations on Participation of Members:**

1. The student representatives on the Faculty Council shall have full status with the following exceptions:
  - a. Student representatives shall not participate in the nomination, election or removal of representatives from the Faculty Council to the University of Manitoba Senate.
  - b. Student representatives shall be excluded from those portions of Faculty Council meetings or committee meetings considering the content of examinations, examination results, individual cases related to admission, individual cases related to probationary status, individual cases related to scholarships, prizes and awards where academic ability is a consideration. A simple majority vote of Council or committee members present and voting shall decide where such limitation should apply. In circumstances where these limitations are applied, their departure will not affect quorum.

**Council Meetings:**

1. Meetings of the Faculty Council shall be called by the Dean of the Faculty on their own motion, or at the written request of any five members of the Faculty Council.
2. At least five days written notice of any Faculty Council meeting shall be given.
3. The Faculty Council shall meet at least once in each term.
4. A quorum of the Faculty Council shall be one-third of the eligible members.
5. The presiding officer at all meetings of the Faculty council shall be the Dean of the Faculty or designate.
6. All meetings of the Faculty Council shall be open, subject to the Council moving into closed sessions by a vote of a simple majority of the members present and voting. (An "open Council meeting" means a meeting of Council or portion thereof, which members of the University community may attend as non-participating observers and spectators, subject to the limitations of space and orderly conduct. A "closed council meeting" means a meeting of Council, or portions thereof, which only council members and those specifically invited by Council may attend.)

**Standing Rules:**

The Faculty Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty by a majority vote of those members of the Faculty Council present and voting at the time the vote is called, provided that five days' notice of the proposed standing rule has been given to all members of the Faculty Council prior to the meeting at which such enactment of amendment is to be made.

**Rules of Order:**

Except where otherwise provided in the standing rules, "Robert's Rules of Order" shall govern the conduct of the Faculty Council meetings.

**Faculty Council Agendas/Minutes**

Faculty Council agendas and minutes are to be relayed to all members of the Faculty Council, including the President and the Provost & Vice-President (Academic).

## **B- BY-LAWS OF THE FACULTY COUNCIL**

The Faculty and School Council General By-Laws of the University of Manitoba Senate Handbook describe the membership and powers of the Faculty Councils in general. Membership of the Faculty Council shall include: the President, the designate Vice-President (Academic) and Provost and Vice-President (Academic), the Dean, full-time professors, associate professors, assistant professors, lecturers, instructors I and II and senior instructors holding academic rank in the Faculty, and a minimum of three students registered in the Faculty, and others as may be authorized by the individual faculty or school Faculty by-laws.

The powers of the Faculty Council are subdivided into Powers to Act and Powers to Recommend (Policy 402, U of M Policy & Procedures Manual). In addition to these general regulations, each Faculty or School has its individual by-laws, which are instituted and amended by the council, subject to approval by Senate.

The by-laws of the Faculty of Kinesiology and Recreation Management are listed below.

### **Membership of Council:**

In addition to those persons provided for by the Senate Faculty and School Council General By-Law; the Faculty Council of Kinesiology and Recreation Management shall be composed of:

~~a. The Director of Admissions or his/her designate.~~

~~a~~b. Three students registered in the Undergraduate program ~~and~~ chosen by Undergraduate Students' Council of the Faculty of Kinesiology and Recreation Management.

~~b~~e. One student registered in the ~~Master's Graduate~~ program as chosen by Graduate Students' Council of the Faculty of Kinesiology and Recreation Management.

~~d. Those individuals who hold full-time appointments with teaching responsibility for a course(s) in the Bachelor of Physical Education, Bachelor of Kinesiology, Bachelor of Recreation Management & Community Development, M.Sc. or M.A. in Recreation Studies program.~~

~~e. Advisors to graduate students in the M.Sc. or M.A. in Recreation Studies program.~~

~~f. Those individuals with full-time administrative/managerial positions in the service area.~~

~~g~~c. Those individuals who are on reduced appointments with teaching responsibility for a course(s) in the Faculty of Kinesiology and Recreation Management in the Bachelor of Physical Education, Bachelor of Kinesiology, Bachelor of Recreation Management & Community Development, M.Sc. or M.A. in Recreation Studies program. at the Undergraduate and Graduate level.

~~h. Those individuals who hold full-time appointments as Research Associates within the Health, Leisure and Human Performance Research Institute. (Faculty Council September 18, 1998)~~

~~i. One representative from the Faculty of Kinesiology and Recreation Management's full-time support staff in non-managerial positions. The support staff member is to be elected annually by secret ballot from the full-time non-managerial support staff in the Faculty, to serve as a voting~~

~~member of Faculty Council for a one-year term. The election of the representative shall be conducted and the representative's name submitted to the Dean before the first meeting of Council for any given academic year. (Faculty Council February 28, 2001).~~

d.i. The individual in the position of Undergraduate Program Administrator be granted membership and voting privileges on Faculty Council. **(Faculty Council March 2, 2005).**

### **Limitations on Participation of Members:**

~~1. The Registrar shall be a non-voting member of the Faculty Council.~~

21. The student representatives on the Faculty Council shall have full status with the following exceptions:

a. Student representatives shall not participate in the nomination, election or removal of representatives from the Faculty Council to the University of Manitoba Senate.

b. Student representatives shall be excluded from those portions of Faculty Council meetings or committee meetings considering the content of examinations, examination results, individual cases related to admission, individual cases related to probationary status, individual cases related to scholarships, prizes and awards where academic ability is a consideration. ~~A~~ A simple majority vote of Council or committee members present and voting shall decide where such limitation should apply. In circumstances where these limitations are applied, the quorum established at the beginning of the meeting shall not be affected.

### **Council Meetings:**

1. Meetings of the Faculty Council shall be called by the Dean of the Faculty on ~~his/her~~their own motion, or at the written request of any five members of the Faculty Council.

2. At least five days written notice of any Faculty Council meeting shall be given.

3. The Faculty Council shall meet at least once in each term.

4. A quorum of the Faculty Council shall be one-third of the eligible members.

5. The presiding officer at all meetings of the Faculty council shall be the Dean of the Faculty or designate.

6. All meetings of the Faculty Council shall be open, subject to the Council moving into closed sessions by a vote of a simple majority of the members present and voting. (An "open Council meeting" means a meeting of Council or portion thereof, which members of the University community may attend as non-participating observers and spectators, subject to the limitations of space and orderly conduct. A "closed council meeting" means a meeting of Council, or portions thereof, which only council members and those specifically invited by Council may attend.)

### **Standing Rules:**

The Faculty Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty by a majority vote of those members of the Faculty Council present and voting at the time the vote is called, provided that five days' notice of the proposed standing rule has been given to all members of the Faculty Council prior to the meeting at which such enactment of amendment is to be made.

### **Rules of Order:**

Except where otherwise provided in the standing rules, "Robert's Rules of Order" shall govern the conduct of the Faculty Council meetings.

### **Faculty Council Agendas/Minutes**

Faculty Council agendas and minutes are to be relayed to all members of the Faculty Council, including the President and the ~~Vice-President (Academic)~~ & Provost [& Vice-President \(Academic\)](#).