Board of Governors March Meeting (Open Session) Agenda Package

Location: Louis Riel Room

March 21, 2026 08:30 AM

Agenda Topic			Presenter	Time	Page
1.	OPENING PRAYER & SMUDGE		Elder Barb Blind	08:30 AM-08:45 AM	
2.	CALL TO ORDER & LAND ACKNOWLEDGEMENT			08:45 AM-08:50 AM	
3.	AGENDA & MINUTES				3
	3.1	Approval of Agenda of March 21, 2026 (Open Session)		08:50 AM-08:52 AM	
	3.2	Approval of Consent Agenda		08:52 AM-08:55 AM	3
		3.2.1 Minutes of January 24, 2026 (Open Session)			3
		3.2.2 Report from the Vice-President (Research & Graduate Studies)			9
		3.2.3 Report from the Acting Provost & Vice-President (Academic)			16
		3.2.4 Report - Final List of February Graduates			17
		3.2.5 Reports from Representatives on Committees Reporting to the Board			20
			3.2.5.1 BU Foundation		20
			3.2.5.2 BU Retirement Plan Board of Trustees		21
			3.2.5.3 BU Senate		23

		3.2.5.4	Governance and Nominating Committee		25
	3.3	Amendment of Approved Minutes of November 22, 2025			27
4.	REPORTS				28
	4.1	Report from the President	C. Bovis-Cnossen	08:55 AM-09:05 AM	28
5.	NEW BUSINESS				37
	5.1	Motion: Research Centres and Institutes Policy and Procedures	B. Ardelli	09:05 AM-09:15 AM	37
	5.2	Motion: Revisions to Accessibility Policies	K. Fisher	09:15 AM-09:25 AM	65
	5.3	Motion: Senate Award Policies	G. Gatien	09:25 AM-09:35 AM	109
	5.4	Motion: Program & Curriculum Changes - Applied Disaster and Emergency Studies (ADES)	G. Gatien	09:35 AM-09:45 AM	124
	5.5	Canadian University Governance Association Conference	K. Sumner	09:45 AM-09:55 AM	
6.	MOVE TO CLOSED SESSION				
7.	MOTION(S) RAISED FROM CLOSED SESSION				
8.	ADJOURNMENT				

BRANDON UNIVERSITY | Office of the Vice-President (Research & Graduate Studies)

Report: Overview of Activities from 24 January 2026
Vice-President (Research & Graduate Studies)
Submitted to:
The Brandon University Board of Governors
March 2026

Research Development and Services Portfolio

Canada Impact+ Research Talent Initiative: The federal government launched the Impact+ Program at the end of 2025 to attract leading international researchers to Canada. This is a one-time initiative designed for exceptional speed and flexibility in securing top research talent. Recruitment will target individuals who are advancing world-leading research in critical fields that will deliver direct economic, societal, and health benefits for Canadians. Programs of research must fit into identified federal priority areas.

Brandon University is taking part in the two major funding programs offered:

1. Canada Impact+ Research Chairs (CI+RC) Program
The CI+RC Program is designed to support institutions in attracting world-leading researchers whose work addresses critical national and global challenges. The program emphasizes both research excellence and tangible impact. Impact+ Chairs will receive long-term funding and institutional support to advance ambitious and transformative projects.

The CI+RC program awards chairs of two values: $8 million over eight years ($1M per year); or $4 million over eight years ($500,000 per year). Both awards have the potential for a four-year extension funded at 50% of the original award value. Chairs will be appointed as full-time Full Professors or Associate Professors who are expected to be promoted to Full Professor within two years of starting their chairholder appointment. Brandon University Application Limit is $3,000,000/year. Brandon University is considering applications in the following Strategic Priority Areas: Rural Artificial Intelligence; Environment, Climate Resilience, and the Arctic; Food and Water Security; and Democratic and Community Resilience.

A job ad was created and applications are being accepted from international candidates until March 21st. After which time an internal selection process will take place to identify the most suitable candidate(s) to move forward with a federal Impact+ application. The Tri-Agency application deadline is June 29, 2026.

2. Canada Impact+ Research Training Awards (CI+RTA) Program
The CI+RTA Program is a targeted initiative designed to recruit international or returning Canadian postdoctoral researchers to Canada. International postdocs must have a Brandon University Tri-Agency eligible researcher as their supervisor. Brandon University has a quota of 1 ($70,000/year for two years).
An internal call for applications was sent to eligible Brandon University Tri-Agency researchers and applications were received then adjudicated at the February Senate Research Committee (SRC)

meeting. The selected application was forwarded to the Tri-Agency in early March for formal review and approval. Results are expected in April 2026.

Internal Funding Competitions

Brandon University Research Committee (BURC) Competition 2025-2026

BURC held its annual grant adjudication meetings in February. Formal notifications were sent to applicants in early March. The general application breakdown is provided in the table below.

Grant Type	# Submitted	$ Requested	# Awarded	$ Awarded
Early Career Researcher	8	59,392	6	44,884
Research	11	53,271	8	38271
Knowledge Mobilization	17	33,935	17	33,935
Research Event	2	10,000	2	10,000
TOTALS	38	156,555	33	127,090

BURC receives funding annually from the Social Sciences and Humanities Research Council of Canada (SSHRC) and from a variety of internal restricted and unrestricted funds, which include the McKenzie, Sanders, and MacDowell funds. Actual amounts and percentages will differ from year to year. SSHRC currently uses a formula that makes their Institutional Grant dependent on the amount of money received by Brandon University scholars for their own individual or group projects. The SSHRC Institutional Grant is a competitive program that must be applied for every three years. Restricted trust funds have clauses that preclude funds from being used for any purpose other than research; unrestricted trust funds have no such provision. The Board of Governors annually sets the value of endowed and operating funds allocated to BURC.

2025-2026 External Research Funding Summary (up to March 5, 2026)

Brandon University submitted 47 external grants and research contracts April 1, 2025. Of these:

- 16 awarded, representing $874,490
- 9 declined
- 22 pending decisions

Summary of Grants and Contracts by Faculty / School

Faculty/School	Count of Faculty/School
Arts	14
Student Services	1
Education	4
Health Studies	4
Science	23

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Summary of Grants and Contracts by Agency

Agency	Count of Agency
Canada Water Agency	1
Canadian Race Relations Foundation	1
CFI	1
CIHR	3
FWEF	1
Global Affairs	3
Manitoba Association of Watersheds	1
Mitacs	2
MMSF	3
NSERC	12
NSSHFC	1
Research Manitoba	2
sCAP	1
SSHRC	14

Student Scholarships and Awards Data

Canada Graduate Scholarships-Master's (CGS-M) @ $27,000/award ($17,500/award prior to 2024), Indigenous Suppl. $5000				
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Indigenous Scholars Supplement # Awarded**	**Total $ Awarded**
2025-2026	10	6		162,000.00
2024-2025	9	4	1	113,000.00
2023-2024	2	1 (withdrawn)		-

Note: Eligible Canadian institutions receive allocations of Canada Graduate Research Scholarship – Master's (CGRS M) awards, corresponding to the number of students to whom they can offer an award each year on behalf of the federal granting agencies. These allocations are based on the 3,298 CGRS M awards available each year. There are:

- 868 CGRS M awards available from the Canadian Institutes of Health Research (CIHR), of which 30 awards and/or supplements are allocated to fund meritorious Indigenous scholars; Brandon University has 1 CIHR CGS-M awards.
- 921 from the Natural Sciences and Engineering Research Council of Canada (NSERC), of which 20 are allocated to fund meritorious Indigenous scholars; Brandon University has 2 NSERC CGS-M awards.

- 1,509 from the Social Sciences and Humanities Research Council (SSHRC); SSHRC uses the results of the CGRS M merit review process to offer up to approximately 90 additional awards and/or supplements to Indigenous scholars; Brandon University has 3 SSHRC CGS-M awards.
- Each agency has an additional 20 allocations through the Black Scholars Initiative.

BU Manitoba Graduate Scholarships (BU MGS) @ 15,000/award			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2020-2021	Program discontinued. BU supported applicants at 50% of award value.		
2019-2020	23	5	75,000.00
2018-2019	8	5	75,000.00
2017-2018	15	5	75,000.00
2016-2017	14	5	75,000.00
2015-2016	9	5	75,000.00
2014-2015	9	5	75,000.00
2013-2014	5	5	75,000.00
2012-2013	8	5	75,000.00

Note: the loss of this scholarship program by the provincial government severely impacted Brandon University graduate programs.

NSERC Undergraduate Student Research Awards (USRA) @ $6,000/award ($4,500/award prior to 2021)			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	17	12	72,000.00
2024-2025	19	13	78,000.00
2023-2024	18	10	60,000.00

CIHR SSHRC Undergraduate Student Research Awards (USRA) @ $6,000/award			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	1	1	6,000.00
2024-2025	1	1	6,000.00
2023-2024	0	0	-

SSHRC Undergraduate Student Research Awards (USRA) @ $6,000/award			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	1	1	6,000.00
2024-2025	1	1	6,000.00
2023-2024	0	0	-

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(Research & Graduate Studies)

Research Manitoba Master's Studentship Award			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	Not administered via BU	2	40,000.00
2024-2025	4 (list provided by RMB)	1	20,000.00
2023-2024	Not administered via BU	0	-
2022-2023	Not administered via BU	1	12,000.00
2021-2022	Not administered via BU	1	12,000.00
2020-2021	Not administered via BU	2	24,000.00

SSHRC Postdoctoral Fellowship @ $70,000/year			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026			
2024-2025	Not administered via BU	1	140,000.00

Mitacs Globalink Research Internship (GRI) (paid directly to student)			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	Not administered via BU	4	n/a
2024-2025	Not administered via BU	4	n/a
2023-2024	Not administered via BU	4	n/a
2022-2023	Not administered via BU		

Mitacs RISE-Globalink Research Internship (GRI) (paid directly to student)			
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**
2025-2026	Not administered via BU	1	n/a

Other Scholarship Programs					
Fiscal Year	**Total # Applications**	**Total # Awarded**	**Total $ Awarded**	**Agency/Program**	**Notes**
2023-2024	1	1	523,517.29	Universities Canada/BCDI	International scholarship program (9 students)

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(Research & Graduate Studies)

	2022/23	2023/24	2024/25
Form 300's done.			
SSHRC Reconcilliation of Active awards	24	22	23
NSERC Reconcilliation of Active Awards	27	24	26
CIHR	2	2	2
CRC	4	4	5
TIPS Reconcilliaiton of Active awards	7	9	8
Active grants (not all grants)			
CFI	2	3	3
Canada Summer Jobs	5	5	3
Mitacs	3	7	12
Research Manitoba	5	3	5
BURC SSHRC	38	41	39
BURC	46	41	47
BUSU work study Active	29	15	26
Funds Received			
SSHRC	635,264	278,411	560,889
NSERC	566,600	607,204	752,419
CIHR	139,752	97,538	52,500
CFI	14,340	81,269	29,404
CRC	980,149	958,958	942,084
Total Tri-Agency funding	2,336,105	2,023,380	2,337,297
Other Gov't of Cda	55,035	22,285	139,035
Province of Manitob	16,000	23,704	27,596
Gov't reporting entities	77,161	24,750	79,679
Other	604,217	448,952	451,538
Total other funding	752,413	519,691	697,848
Total Funding	3,088,517	2,543,071	3,035,145

BRANDON UNIVERSITY | Office of the Vice-President (Research & Graduate Studies)

Research Integrity, Compliance and Security Portfolio

We welcomed Dr. Forough (Faye) Noohi to the position of Research Compliance & Policy Officer. Dr. Noohi is a policy and research compliance professional with over eight years of experience in research ethics, regulatory governance, and risk assessment across Canadian and international institutions. She holds a PhD in Human Genetics from McGill University, where her doctoral research focused on the responsible governance of mitochondrial replacement therapy in Canada.

Dr. Noohi has held research and policy roles at the University of Alberta, the University of Chicago, and McGill University's Centre of Genomics and Policy, contributing to regulatory analysis, ethics oversight, and compliance frameworks for emerging biotechnologies, regenerative medicine, and genomic research. Her work spans comparative policy analysis, research security and data protection, internal audits, and the development of guidance aligned with the Tri-Council Policy Statement (TCPS 2), Good Clinical Practice (GCP), and Tri-Agency requirements.

She has served as Science Representative on the McGill University Health Centre Research Ethics Board, reviewing protocols involving genetics, biobanking, and regenerative medicine, and has provided policy advisory support to organizations including MitoCanada and the Stem Cell Network. Dr. Noohi has also contributed to national and international policy initiatives, including Genome Québec's policy brief on human genome editing and consultations with Health Canada on emerging reproductive and genetic technologies.

Her scholarly and professional work is grounded in advancing responsible conduct of research, strengthening regulatory systems, and supporting researchers and institutions through collaborative policy development, training, and governance.

Submitted by:

Bernadette Ardelli

Bernadette Ardelli, Ph.D.
Vice-President (Research & Graduate Studies)
Professor (Cell Biology & Infectious Disease)
006-5 McKenzie Building

Report to Brandon University's Board of Governors
Acting Provost & VP (Academic) – Mr. Greg Gatien (March 2026)

- The Brandon University Strategic Academic Planning Committee has continued meeting to draft the Strategic Academic Plan. On March 9th, a finalized draft was approved and will be circulated to our campus community for a final round of consultation. This consultation will include a two-week window in which community members can provide feedback through the website and a town-hall. The Committee hopes to present this draft to Senate for its approval in May.

- The Dean of Music search is well underway, chaired by Dr. Bernadette Ardelli (as the Acting Provost is also the currently appointed Dean of Music). Candidates are expected to be on campus for interviews during the Spring.

- Deans Council has been steadily working on a number of issues, which include developing consistency in our application of the BU/BUFA Collective Agreement and better coordinating our work in areas that overlap with other senior leadership portfolios. This has included building in regular points of contact and interaction with the Vice-President (Research and Graduate Studies), the Vice-President (Finance and Administration), the Associate Vice-President (Indigenous Initiatives), and the Associate Vice-President (People and Talent).

- The Dean of Science, working with the Vice-President (Finance and Administration), has prepared a position description so that we can post for a Project Coordinator in our efforts to advance the Brodie Renovation Project.

- Tenure and Promotion proceedings have concluded for this year.

- The Acting Provost & VP (Academic) is chairing an ad hoc committee to review the policy that governs external reviews of academic units. This policy, which required a seven-year cycle of department/unit reviews, became untenable for our institution, leading to what has largely become a pausing of external reviews.

- The Acting Provost & VP (Academic) attended a community partnership event (business luncheon) at CFB Shilo on February 27th, along with Dr. Gregory Kennedy (Dean of Arts), Wayne Kelly (Director of BU's Rural Development Institute), and Cora Dupuis (Director of Co-operative Education). The base commander, Lieutenant Colonel Jack Nguyen, provided information about the planned expansion to the base and its scope of operations. It seems prudent for Brandon University to consider this planned expansion to CFB Shilo, which was described as the largest Canadian military expenditure since the cold war, when considering its own academic and strategic planning.

- Brandon University, largely through the work of the faculty, staff, and students in the School of Music, hosted the BU Jazz Festival. This rebranding – previously an outside board organized and delivered this festival – to bring this educational music festival into the operation of the University sees thousands of music students (band and choral) visit our campus over three days each spring. It spotlights our faculty along with invited experts who represent the highest achievement in jazz performance and jazz education. As a community event, this festival has a significant impact on our local economy. As a university event, it presents a unique opportunity to showcase our university to prospective students from across our province.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 139.FEB26 **AGENDA ITEM NO. 3.3**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	February-24-26				
AGENDA:	Closed	☒	Open	☐	
PROPOSED BY:	Registrar's Office				
SUBJECT:	Final List of February 24, 2026, Graduates				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:
THAT the Senate approves the final list of graduates of February 24, 2026,
AND
THAT the list be forwarded to the Board of Governors for *Information.*

BACKGROUND/RATIONALE:
See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance

DECISION: CARRIED **PER:** Adamu/Godin
DATE: **February 24, 2026**

FIRST	MIDDLE	LAST	DEGREE	MAJOR1	MINOR1	DISTINCTION	FACULTY
ARTS:							
Evan	Michael	Nachtigall	Bachelor of Arts (3-Year)	Business Administration	Geography		ARTS
Iyiola	Olabowale	Sanya	Bachelor of Arts (3-Year)	Political Science	Sociology		ARTS
Anita	Edman	Biney	Bachelor of Arts (3-Year)	Rural and Community Studies			ARTS
Hannah	Yaa	Konadu	Bachelor of Arts (3-Year)	Rural and Community Studies		With Greatest Distinction	ARTS
Fallon	Rose	Brook	Bachelor of Arts (4-Year Honours)	Philosophy	Gender/Women St		ARTS
Lukas	William	Frykas	Bachelor of Arts (4-Year Honours)	Political Science	Economics	With Distinction	ARTS
Timothy	James Singh	Shackel	Bachelor of Arts (4-Year Honours)	History	Drama		ARTS
Jeremy	Roy	Hobson	Bachelor of Arts (4-Year)	Business Administration	Native Studies		ARTS
Jake		Blazeiko	Bachelor of Business Administration	Business Administration			ARTS
Cassandra	Elizabeth	DeBaets	Bachelor of Business Administration	Business Administration			ARTS
Chidubem	Favour	Ekechukwu	Bachelor of Business Administration	Business Administration			ARTS
Majd		Mehio	Bachelor of Business Administration	Business Administration			ARTS
Brett	Allen	Riehl	Bachelor of Business Administration	Business Administration			ARTS
Tiffany	Mirekuah	Asante	Bachelor of Business Administration (Honours)	Accounting			ARTS
Arrin	Curtiss	Pederson	Bachelor of Business Administration (Honours)	Business Administration			ARTS
Adwoa	Asantewaa	Kankam	Master of Arts	Rural Development			ARTS
Awall	Mustapha	Osabutey	Master of Arts	Rural Development			ARTS
						ARTS COUNT:	**17**
EDUCATION:							
Jillian	Celeste	Chalmers	B.A./B.Ed. (AD) Integrated	Early Years			EDUC
Nicole	Ann	Haney	B.A./B.Ed. (AD) Integrated	Middle Years			EDUC
Serena	Christy Anne	Kematch	B.A./B.Ed. (AD) Integrated	Early Years			EDUC
Ruth	Abosede	Odewale	Bachelor of Education (A.D.)	Senior Years			EDUC
Luke	Lyle	Wildeboer	Bachelor of Education (A.D.)	Senior Years			EDUC
Laurel	Brooke	Appell	Master of Education	Guidance and Counselling			EDUC
Amanda	Ann	Asham	Master of Education	Inclusive Education			EDUC
Shane	Nelson	Baranyk	Master of Education	Educational Administration			EDUC
Kelsy	Jordyn	Black	Master of Education	Inclusive Education			EDUC
Cara	Lynn	Butler	Master of Education	Inclusive Education			EDUC
Audrey	Christine	Cable	Master of Education	Educational Administration			EDUC
Nadia	Giovanna	Cantafio	Master of Education	Educational Administration			EDUC
Chelsea	Jacqueline	Carrigan	Master of Education	Inclusive Education			EDUC
Patricia	Ann	Dreolini	Master of Education	Guidance and Counselling			EDUC
Karyn	Renee	Gagnon	Master of Education	Inclusive Education			EDUC
Darren	Ray	Gerbrandt	Master of Education	Educational Administration			EDUC
Teresa	Diane	Hampton	Master of Education	Educational Administration			EDUC
Blaine	Lindsay	Harder	Master of Education	Educational Administration			EDUC
Babatunde	Peter	Johnson	Master of Education	Educational Administration			EDUC
Donna	Louise	Johnston	Master of Education	Educational Administration			EDUC
Humera	Saalim	Khan	Master of Education	Curriculum and Pedagogy			EDUC
Jillian	Whitney	King	Master of Education	Inclusive Education			EDUC
Shannon	Rae	Leflar	Master of Education	Guidance and Counselling			EDUC

Tabitha	Ashly	Love	Master of Education	Inclusive Education		EDUC
Jennifer	Lee	Metelski	Master of Education	Inclusive Education		EDUC
Karen	Michelle	Peyton	Master of Education	Inclusive Education		EDUC
Danessa-Rose		Poiron	Master of Education	Educational Administration		EDUC
Michael	James	Rainnie	Master of Education	Educational Administration		EDUC
Brittany		Schettler	Master of Education	Inclusive Education		EDUC
Colin	Rene	Talbot	Master of Education	Educational Administration		EDUC
Alyssa	Lyne	Watson	Master of Education	Guidance and Counselling		EDUC
					EDUCATION COUNT:	**31**

HEALTH STUDIES:

Silindile		Mabaso	Bachelor of Science in Psychiatric Nursing		With Distinction	HLTH
Nicole	Brielle	Roy	Bachelor of Science in Psychiatric Nursing		With Greatest Distinction	HLTH
Karen	Dawn	Burgess	Master of Psychiatric Nursing	Education Stream		HLTH
Jordyn	Julie	McBride	Master of Psychiatric Nursing	Clinical Practice Stream		HLTH
Alison		Scholes Pham	Master of Psychiatric Nursing	Clinical Practice Stream		HLTH
Heather	Marie	Stephen	Master of Psychiatric Nursing	Clinical Practice Stream		HLTH
					HEALTH STUDIES COUNT:	**6**

MUSIC:

Yuting		Cong	Bachelor of Music (4-Year)	General Music		MUS.
					MUSIC COUNT:	**1**

SCIENCE:

Allison	Ginger	Gadsby	Bachelor of Science (3-Year)	Biology - Biological Science Stream	Psychology	SCI
Anee	Pareshkumar	Patel	Bachelor of Science (3-Year)	Chemistry	Biology	SCI
Armi	Buenviaje	Manjares	Bachelor of Science (3-Year)	Chemistry		SCI
Josephine	Emma	Black	Bachelor of Science (4-Year)	Geography (Co-op)	Applied Disaster	SCI
Callum	Blake	Greenwood	Bachelor of Science (4-Year)	Computer Science (Co-Op)	Psychology	SCI
Carlee		Leduc-Bewley	Bachelor of Science (4-Year)	Geology	Psychology	SCI
Krina	Nileshkumar	Patel	Bachelor of Science (4-Year)	Chemistry	Biology	SCI
Gaybrielle	Joy Venturado	De Castro	Bachelor of Science in Environmental Science			SCI
Madison	Ember Liticia	Leforte	Bachelor of Science in Environmental Science	Land and Water Stream		SCI
Raian	Jaren Jimenez	Tuazon	Bachelor of Science in Environmental Science			SCI
Ramlah	Oshuwa	Abdulmalik	Master of Science (Environmental and Life Sciences)			SCI
Braydon	Darryl	Nault	Master of Science (Environmental and Life Sciences)			SCI
Reid	Morgan	Opperman	Master of Science (Environmental and Life Sciences)			SCI
					SCIENCE COUNT:	**13**

TOTAL GRADS:	**68**

Brandon University (BU) Foundation Report
For the Board of Governors
March 2026

The Foundation Management Committee met on March 4, 2026. The Committee received updates from senior University leadership and the Foundation's administrative officers. These items are summarized below for the information of the Board of Governors.

Year-End Audit Process — BDO Canada LLP

BDO, represented by Lead Partner Johan Maccès, provided an update on the 2025 year-end audit process. The update outlined the key areas of audit focus, including management override of controls, revenue recognition, and system access and segregation-of-duties risks. BDO also reviewed the planned audit timeline and confirmed preliminary materiality of $0.9 M, with final reporting expected in April 2026.

BU FOUNDATION PRESIDENT'S REPORT – Mr. Chris Hunt

Mr. Hunt reported on continued engagement with community partners on behalf of the Foundation. He noted ongoing work to strengthen external relationships and outlined exploratory discussions regarding opportunities to pursue federal support for the planned Brodie Science Centre renovation.

TREASURER'S REPORT – Mr. Peter Hickey (in absence of Mr. Kerry Auriet)

Fourth Quarter Financial Position

The Foundation's total assets as of December 31, 2025 were $108.1 M, compared with $94.4 M in the previous year.

The investment portfolio was allocated as follows:

- 62.8 % Equities
- 20.0 % Fixed Income
- 17.2 % Alternative Investments

Amounts Payable to Brandon University

The Committee reviewed the Foundation's payable balance of $2.0 M to Brandon University as of December 31, 2025 and approved the payment.

Investment Performance – Connor, Clark & Lunn

For the fourth quarter, the total portfolio returned 1.9 %, with the full-year 2025 return at 14.1 %, generally in line with benchmark performance. Global and emerging markets equities delivered strong relative results. Fixed income performance tracked closely with index trends.

OTHER BUSINESS

SIPP Review

The Committee discussed next steps in its review of the Statement of Investment Policies and Procedures (SIPP).

Submitted by: Peter Hickey
Vice-President (Administration and Finance)

Brandon University (BU) Retirement Plan Trustees Report
For the Board of Governors
March 2026

The Brandon University Retirement Plan Pension Trustees met on February 11, 2026. The Trustees received updates on investment performance, audit planning, actuarial matters, plan governance, and routine administrative items.

Investment Performance Review – Connor, Clark & Lunn (CC&L)
CC&L presented the fourth quarter 2025 and year-end results for the Retirement Plan. As of December 31, 2025, Plan assets exceeded $291.5M, representing growth of nearly $6M during the quarter. Performance for the fourth quarter was 2.1%, which was above the benchmark of 1.9%. Year-to-date performance was 14.5%, which was slightly below the benchmark of 15.1%.

CC&L also reported that portfolio repositioning completed in December, including the addition of a second international equity fund and adjustments to emerging markets, real estate, and infrastructure allocations, has begun to show positive results. The asset mix across the portfolio remains aligned with long-term targets.

Audit Planning – BDO
BDO provided an overview of the 2025 audit plan. The presentation included the audit timeline, responsibilities regarding financial statements and fraud, assessment of significant risks, materiality, and the use of work prepared by others. This forms the basis for audit work for the upcoming cycle.

Actuarial Update – Eckler
The Plan's actuary provided an update on the Plan's estimated financial position. Although a full valuation is not required this year, an updated analysis is being prepared to support governance and potential plan changes.

Preliminary results indicate a 13.8% net investment return for the year. Asset smoothing recognizes 7.4% of this return, deferring approximately $30M in gains. This results in a funded position of 109.9% on a smoothed basis and approximately 122% on a market basis as of December 31, 2025.

Cost-of-Living Adjustment (COLA)
In accordance with the Plan provisions, the four-year average investment return of 6.28% will result in an automatic cost-of-living increase of 0.28%. The increase will take effect July 1, 2026, for retirees and deferred members. No Board decision is required.

Review of Statement of Investment Policies and Procedures (SIPP)
The Trustees continued their review of the Statement of Investment Policies and Procedures. The discussion focused on ensuring that the policy remains current and appropriately reflects the governance expectations of the Plan. Additional contextual material will be brought forward for review at the April meeting, along with draft policy language for Trustee consideration.

Governance and Policy Work

The Trustees reviewed the ongoing update of the Trust Agreement between Brandon University and the Pension Trustees. Items identified for update include the list of Trustees, meeting provisions, conflict-of-interest language, electronic processes, and references to data privacy. A revised draft will be prepared for review at an upcoming meeting.

Administrative Matters

Routine custodial fee invoices were approved. Several items, including the appointment of an additional signatory and specific questions regarding asset class categorization, were tabled for future meetings. Upcoming Trustee meeting dates are April 22, June 9, and November 18, 2026.

Submitted by: Peter Hickey
Vice-President (Administration and Finance)

Report to the Board of Governors from Senate: February 25, 2026

Senate Meeting: February 25, 2026

- The Senate discussed several new business items and committee reports.
- The Senate approved the election of Senate Representative to the Library Committee for a 4-month term
- The Senate approved the program and curriculum changes submitted by the Department of Sociology to the Crime and Community Stream Majors in the Honours, 4-Year, and 3-Year Bachelors Program
- The Senate approved the revisions to the Nursing & Psychiatric Nursing Policy submitted by Faculty of Health studies to address the challenges faced by students in Clinical/Lab Practice
- The Senate approved the revisions to course 71.288: LPN to BN Clinical Practicum, submitted by the Department of Nursing, Faculty of Health Studies, following detailed discussion regarding the nuances of the Performance Improvement Plan (PIP) for students in relation to the motion.
- The Senate approved the changes to the 3-Year Applied Disaster and Emergency Studies (ADES) Major B.Sc. and BA. Degree Program Proposal submitted by Applied Disaster and Emergency Studies (ADES)
- The Senate approved the revisions to the Academic Performance Policy, and Thesis Advisor and Committee Membership Policy under the Master of Psychiatric Nursing (MPN) Policy Revisions submitted by Faculty of Health Studies
- The Senate approved the Voluntary Withdrawal Policy under changes to Music Graduate Program Policy submitted by School of Music
- The Senate approved New Awards – Resilience Information Exchange Scholarship-Bursary and Gary & Colleen Miller Bursary, and approved the revisions to Chernoff Family Award and Dean's Awards for Excellence in Education submitted by Scholarships & Awards Committee of Senate
- The Senate approved the revisions to the Senate Awards for Excellence in Research Policy; and Senate Awards for Excellence in Teaching Policy submitted by Senate Awards for Excellence Review Committee.
- The Senate approved recommending to the Board of Governors creation of Senate Awards for Excellence in Teaching for Contract Academic Staff Policy; and Senate Awards for Excellence in Service Policy as submitted by Senate Awards for Excellence Review Committee.
- The Senate received a written report apprising the status of work by Artificial Intelligence Committee. The Committee met and elected a Chair, and is in the process of completing initial research towards establishing framework/guiding principles.
- The Senate received a written report apprising the status of work completed by External Review of Programs & Units Policy Review Committee. The committee completed an audit to identify BU programs/units that have undergone external review, and identified members who have participated on an external review committee of a BU Program/Unit for potential consultation. The committee also conducted an environment scan of similar policies at other institutions.

- The Senate received written reports from Board of Governors, School of Music, Faculty of Science, Dean of Students, Chief Information Officer, University Registrar, and President & Vice-Chancellor.

Report to the Board of Governors
Governance & Nominating Committee
March 2026

Open Session Report

The Governance & Nominating Committee (GNC) met on January 23, 2026, and February 20, 2026. Below is a meeting summary of the Open Session portions of the meetings.

January 23 Meeting

The committee reviewed revisions to the Public Interest Disclosure (Whistleblower Protection) policy and passed a motion recommending the revisions to the Board for approval, which were approved by the Board at the January 24, 2026, Board meeting.

The committee discussed a strategy to review By-Law 1 (General Bylaws of the Board of Governors) as well as By-Law 10 (Conflict of Interest (COI)) By-Law. It was proposed that the current COI By-Law (which currently functions as the overarching COI policy for the University) transition to a three-tier model as follows:

- Tier A: A Board-specific Conflict of Interest By-Law applying to Board members.
- Tier B: A University-wide COI policy applicable to employees and students.
- Tier C: Specific policies, such as provisions within collective agreements or research-related COI policies.

It was agreed that the Chair of the Governance and Nominating Committee would liaise with the Acting Manager, Board & Executive Operations to review By-Law 1 as well as develop the framework for the Board-specific COI By-Law.

The Committee also received an update from the President that the University received a notification from the Manitoba's Accessibility Compliance Secretariat that an audit would be conducted on policies related to accessible customer service across the public sector. This is similar to the approach undertaken by the Manitoba Ombudsman regarding the Public Interest Disclosure (Whistleblower Protection) policy.

February 20 Meeting

The Committee discussed succession planning for the Board Officer roles (Chair, Vice-Chair, Secretary, Treasurer). This discussion was initiated by the Board Chair in light of the upcoming Canadian University Governance Association (CUGA) conference in May. The Chair emphasized the importance of having a Board member participate to build capacity, skills, and knowledge in university board governance, preferably someone with one or two years remaining in their term. The Committee passed a motion to recommend that the Board approve supporting a Board member to attend the CUGA conference, with related registration, travel,

accommodation, and meal expenses to be covered by the University through the Board's professional development budget. This recommendation will be brought forward to the March Board meeting.

With respect to succession planning, the Committee discussed that having discussion early with the order-in council members is important for board success to identify long term interest.

The Committee received an update on work related to the review of By-Law 1 (General Bylaws of the Board of Governors & By-Law 10 (Conflict of Interest) as discussed at the January 23 meeting. It is anticipated that draft revisions will be come forward at the next committee meeting.

The Committee reviewed the proposed Research Centre and Institutes Policy and Procedures and passed a motion to recommend that the Board approve the policy and procedures and affirm that the policy is the governing authority for Research Centres and Institutes, and request that Senate retire its existing policy to ensure alignment within the University's bicameral governance framework. As part of discussion, it was reported to the Committee that while this policy previously was established by the Senate, it should fall within the purview of Board given resource allocation, space and financial implications.

The Committee reviewed revisions to the Accessibility Policies, which were brought forward as a result of the audit conducted by Manitoba's Accessibility Compliance Secretariat (as referenced at the January 23 meeting). A representative from the Human Resources department attended to provide an overview of the revisions. The Committee passed a motion to recommend to the Board that the revisions to the Accessibility Policies be approved, with the item to come forward at the March 21 Board meeting. The Manitoba Accessibility Compliance Secretariat has formally confirmed that the revised policies, as presented, are in compliance with their legislative expectations.

Submitted by:

Joseph Pelletier, Chair
Governance and Nominating Committee

SUBJECT TO APPROVAL

032Mar26

MEETING:	Board of Governors
DATE:	March 21, 2026
AGENDA:	Open Session
PROPOSED BY:	Board Secretariat
SUBJECT:	Amendment to November 22, 2025 Approved Minutes
FOR:	Approval ☒ Discussion ☐ Notice of Motion ☐

RECOMMENDATION:

BE IT RESOLVED THAT the Board of Governors approve the amendment to the minutes of November 22, 2025, to include the approved motion under Item 5.3 – Borrowing Resolution, as follows:

"BE IT RESOLVED THAT the Board of Governors approve the attached borrowing resolution."

BACKGROUND/RATIONALE:

The motion related to Item 5.3 – Borrowing Resolution was included in the Board meeting package and was moved, voted on, and carried during the November 22, 2025 meeting. However, it was inadvertently omitted when the meeting minutes were drafted. To ensure the accuracy and completeness of the official record, the approved minutes require amendment

Report to Board

Dr. Christine Bovis-Cnossen, President & Vice-Chancellor

March 2026

Internal Engagement and Collaboration Updates

Listening Tour

Since the January report, the Listening Tour has continued as part of my onboarding process. The goal remains to deepen understanding of our university community and the important work happening across campus. I've been meeting with a wide range of groups, including the President's Advisory Council, deans, faculty councils, the BU Students' Union, General Faculty Council, Research and Graduate Studies, and key administrative areas. Several conversations have already taken place, and additional meetings are scheduled in the weeks ahead. These discussions provide valuable insights into the initiatives shaping our campus culture and the contributions of colleagues across the university.

Strategic Planning Session

A two-day strategic planning session was held on campus with the President's Executive Committee, initiating the conversations and preliminary work required to shape Brandon University's next strategic plan. The current plan expires in 2027, and one of my key priorities as President will be to lead the development of a new strategic plan to guide the University through 2027-2032.

Alumni Night

The BU Alumni Association hosted Alumni Night on Friday January 30th – Bobcats vs MacEwan University Griffins, in Basketball. It was an opportunity to meet Brandon University alumni and cheer on the BU Bobcats (WBB: *Bobcats 108/Griffins 91*, MBB: *Bobcats 100/Griffins 89*).

Dr. Mousumi Majumder and Colleen Robbins, MLA Spruce Woods

As a follow up to the recognition received by Dr. Mousumi Majumder in the Manitoba legislature, MLA Colleen Robbins and I were invited for a tour of Dr. Majumder's Breast Cancer Cell Molecular Research Lab. During the tour an important announcement was made, the age of breast screening has dropped to 45 years of age.

Policy Advisory Group Established

A sub-committee of the President's Advisory Committee – the Policy Advisory Group – has been established to advance strategic policy work. The group will support the development of a comprehensive policy register to map all University policies, identify gaps and overlaps, and inform a coherent integrated policy framework. It includes representatives who administratively oversee or coordinate Board policies, Senate policies, and administrative policies, ensuring the register is informed by the full range of policy areas.

Government and Post-Secondary Relations

Since my last report I have had the opportunity to engage with several Government and Post-secondary contacts and institutions.

- January 21, 2026 - Minister Cable, Minister of Advanced Education and Training
- January 21, 2026 - Manitoba Jobs Agreement (MJA) policy framework:
    - The webinar worked to gather diverse perspectives and promote transparency and accountability for major public capital projects.
- January 21, 2026 - Minister Will Goodon, Minister of Housing and Property Management, Manitoba Metis Federation.
- January 23, 2026 - Colleen Robbins, MLA Spruce Woods
- January 23, 2026 – Talent Wise Collective - Virtual Panel Discussion: The Growing Trend of Early Departures: Why Are Presidents of Canadian Universities Increasingly Leaving Before the End of Their Terms?
    - It was an important conversation about the future of presidential leadership and governance in Canadian universities as early departures have significant implications for governance, institutional stability, and long-term strategic planning.
- January 30, 2026 - Post Secondary Presidents Council meeting
    - Key topics: the Governance review of PSI Boards by the Province and International Students.
- February 5, 2026 - Dr. Benarroch, President and Vice-chancellor, University of Manitoba
- March 4, 2026 – Mr. Grant Jackson, MP for Brandon Souris
- March 12, 2026 - Government Relations Committee
    - Key topics: State of the Province, City of Brandon Budget, Province of MB mandate free menstrual products in workplaces

Community Engagement

I have continued to actively engage with members of our community through various initiatives. Recently, I met with the Chamber of Commerce Executive: Emelio Brown (Vice-President), Chris Finley (Secretary/Treasurer), Curtis Hullick (General Manager) and Lois Ruston (Past President). Lastly, I was graciously invited to attend the Westman Multicultural Festival Kick off on Thursday, February 5th, 2026. The celebration included an official welcome, light refreshments, and cultural performances.

I attended the Women of Westman (WOW) Conference on March 11, 2026. Now in its sixth year, WOW 2026 brought together an incredible community of leaders, entrepreneurs, and changemakers for a day designed to inspire, connect, and empower. From visionary keynote speakers to breakout sessions and electric networking moments, this is the event that fuels ambition, ignites confidence, and celebrates the leaders shaping our region and beyond.

There were 400+ attendees, 10+ dynamic speakers, 4 breakout sessions, and 1 powerful panel discussion. I facilitated one of the four breakout sessions at the WOW conference: Fixing the Broken Rung – Advancing to Senior Leadership.

Upcoming Events:

Chamber of Commerce Economic Outlook Luncheon

On March 26, 2026, Brandon University Department of Business will sponsor the luncheon with the keynote speaker Carolyn Rogers, Senior Deputy Governor of the Bank of Canada. Born in Winnipeg, Ms. Rogers has strong ties to Manitoba. She is a Chartered Professional Accountant and holds a Bachelor of Arts from Brandon University and a Master of Business Administration from Queen's University.

Fireside Chat with Carolyn Rogers at Brandon University

On March 26, 2026, following the Luncheon I will host a fireside chat with Ms. Rogers at the Lorne Watson Centre.

Advancement & Alumni Affairs

In addition, I'd like to share the following update from our Director of Advancement & Alumni, which outlines recent progress and initiatives across the portfolio. This report highlights key developments that continue to strengthen alumni engagement and advance institutional goals.

Gifts & Awards

- Received from The Winnipeg Foundation $31,470 for multiple awards
- Breast Cancer Research Lab received a gift of $25,000
- General Scholarships and Bursaries received a gift of $5,000
- Men's Volleyball Program received a gift of $5,000
- School of Music received a gift of $3,500
- Bobcat BIRT Cup Athletic award received $3,000
- Jan Speelman Memorial Bursary received $3,000
- Manitoba Teachers' Society Bursary for Indigenous Students received $3,000

Events

- Vancouver Alumni & Friends Reception April 22, 2026
- Brandon University Foundation Donor Luncheon May 13, 2026
- School of Music Reunion July 3 & 4, 2026
- Homecoming Weekend September 11 – 13, 2026

BU in the News

Legacy of innovation and education honoured with CMC's Violet Archer Award

Brandon University Professor Megumi Masaki has been recognized with the Violet Archer Lifetime Achievement Award by the Canadian Music Centre Prairie Region. A Professor of Piano in BU's School of Music, Masaki was presented with the award "in recognition of her extraordinary contributions to Canadian music and her lasting impact on generations of artists."

Brandon U | Classic 107

290-million-year-old fossilized vomit captures national attention

Sometimes, the most important scientific discoveries come from the least glamorous places. In a new international study published in *Scientific Reports*, BU paleontologist Dr. Mark MacDougall helped identify what may be the oldest known example of fossilized vomit from a land-dwelling predator, dating back nearly 290 million years.

CTV | Brandon Sun

Students meet future employers at ConnectED

More than 80 post-secondary students had the chance to build career connections and explore future pathways last week during a mentorship-focused event aimed at strengthening ties between classrooms and the local business community ConnectED, hosted jointly by Assiniboine College, Brandon University and the Brandon Chamber of Commerce, brought students face-to-face with dozens of professionals who represented a range of industries and sectors.

Brandon U | Brandon Sun

Hockey's culture of silence: Dr. Tim Skuce

Hockey has been in the headlines for good reasons and for bad reasons, from the hit television series Heated Rivalry to another case of hazing in youth hockey. Dr. Tim Skuce of BU's Faculty of Education offers insight into the truth into some of hockey's open secrets.

Wired — Heated Rivalry Is Bringing New Fans to Hockey. Does the Sport Deserve Them?

CBC — Accusations against Nova Scotia hockey players prompt scrutiny of hazing

Crime and policing: Dr. Christopher Schneider

The expertise of BU sociologist Dr. Christopher Schneider is helping us understand key issues in crime and policing. Recently, he has been called on to help explain how social media helped shape our perception of the Tumbler Ridge shootings and the true costs of rolling out body cameras to police forces.

The Province — Tumbler Ridge Tragedy

Brandon Sun — Body camera cost a key question

Biology prof re-appointed to prestigious subcommittee

Brandon University biology professor Dr. Pamela Rutherford has been re-appointed as Co-Chair of the Amphibians and Reptiles Specialist Subcommittee of the Committee on the Status of Endangered Wildlife in Canada — an independent scientific advisory panel that provides assessments to the federal government on wildlife species at risk of extinction in Canada.

Brandon Sun

Computer science grad is BU's first McCall MacBain finalist

A recent Brandon University graduate was chosen to interview as a national finalist for McGill University's McCall MacBain Scholarships. Aimée Schmidt graduated from BU with a bachelor's degree in computer science and is applying to master's programs in the same field at McGill. She was one of more than 700 Canadians to apply for the scholarship and is among 53 finalists.

Brandon Sun

Solidarity walk with Ukraine draws crowd

More than 75 Ukrainians and residents, young and old, gathered for a peaceful Walk in Support and Solidarity with Ukraine, expressing support with the community and their homeland. The march, which is the fourth after the Russian invasion, commenced from the flag area of Brandon University. The event, organized by the Ukrainian-Canadian Association Tryzub, marked another year of ongoing war in Ukraine and served as a call for continued support from Canada and the international community.

Brandon Sun | CBC

Black History Month event stresses leadership, community connections

Students, faculty and community members gathered at Brandon University as the Loy Excellentia Initiative hosted its annual Black History Month celebration. The event, in its third year, focused on reflection, mentorship and building stronger community

connections. It brought together speakers, students and local leaders to celebrate Black history while emphasizing collaboration and leadership among students and the wider community.

Brandon Sun

Community iftaar chooses BU

Hundreds of people gathered at Brandon University this month for a community celebration marking the midpoint of Ramadan — an event that highlighted the rapid growth of the city's Muslim population and the need for a larger mosque. Manitoba Premier Wab Kinew was among the attendees at the HLC, a convenient location for large community events like this.

Brandon U | CBC | Brandon Sun

Interrupting racism in the age of algorithms

Over the past several years, BU researcher Dr. Michelle Lam has had teachers from multiple K-12 schools contact me for help dealing with racism in their classrooms. They're seeing surges in racist and hateful rhetoric, including the n-word. In an op-ed, she explores the reasons behind this surge, and calls for community action to counter it.

Brandon Sun

Free pop-up fashion store helps Brandon University students dress for success

A new pop-up store at Brandon University helped dress students for success by providing free professional outfits and a stylist. Organizers say will help students tackle the high cost of work outfits while also promoting sustainable shopping.

CBC

Bobcat stars snag individual accolades

Short for a basketball player, Munroop Gill turned his size into a strength, earning the Canada West conference rookie if the year award. On the volleyball court, Bobcat Tom Friesen finished his Canada West career in style with second-team all-star honours,

while teammate Ethan Baraniuk began with a bang by landing on the Canada West all-rookie team.

Brandon Sun — Gill named Canada West rookie of the year

Brandon Sun — Friesen, Baraniuk earn Canada West awards

Bobcats golden in futsal finals

The Brandon University Bobcats came home from the Manitoba Colleges Athletic Conference futsal championships with double gold for the first time. After Diego Rodriguez Sr. coached the women to their second-straight crown, Diego Rodriguez Jr. helped the men reclaim the title in Otterburne. The women knocked off the host Providence Pilots 5-3 in the provincial final before the men topped the defending champion St. Boniface Les Rouges 2-1.

Brandon Sun

McCorrister enjoys powerlifting journey

Brandon powerlifter Halle McCorrister has always been athletic but didn't really know much about powerlifting until she talked to somebody at the gym about the sport. The conversation paid off. McCorrister, a first-year student at Brandon University attended the 2026 Canada Powerlifting National Championships from March 9–14 in St. John's, N.L. Final results from the week have not yet been released, but if you'd like to watch Hallie get a PR in her opening squat: https://www.youtube.com/watch?v=I01RNdUHsyQ&list=PLu1TgXYu5a2ggw-t4Wtp4_6BL4eCtIQu_&t=1430s

Brandon Sun

BU Jazz Festival attracts world-class guest artists

The Brandon University Jazz Festival brought internationally acclaimed artists and thousands of students to the stages of BU and the Western Manitoba Centennial Auditorium. Among this year's performers is Queen Cora Coleman, known globally for her dynamic drumming and stage presence. A Grammy award nominee, Coleman's credits include more than five years drumming with Prince and three years as a drummer and bandleader with Beyoncé. She has performed during Super Bowl halftime shows with both artists and is the leader of the Queen Cora Orchestra. Brandon U

Plenty of drama crammed into 10 minutes

Fourteen creative arts students in this term's Directing class each putting on a 10-minute play during a one-night-only evening of rapid-fire drama at the Evans Theatre. Drama instructor Rochelle Douris said there were no defined parameters for the students, most of whom started writing or directing their shows in January. She simply told her class to "direct something that you would really like to see."

Brandon U | Brandon Sun

Clarinets take centre stage at BU's 16th annual Festival

The sound of clarinets filled the halls of Brandon University as musicians of all ages gathered for the 16th annual Brandon University Clarinet Festival at the Queen Elizabeth II music building. The festival has become a signature musical event in western Manitoba, drawing participants from across the Prairies and beyond.

Brandon Sun

SUBJECT TO APPROVAL

024Mar26

MEETING:	Board of Governors
DATE:	March 21, 2026
AGENDA:	Closed ☐ Open ☒
PROPOSED BY:	Governance and Nominating Committee
SUBJECT:	Research Centres and Institutes Policy and Procedures
FOR:	Approval ☒ Discussion ☐ Notice of Motion ☐

RECOMMENDATION:

BE IT RESOLVED THAT the Board of Governors approve the Research Centres and Institutes Policy and Procedures, effective the date of Board approval;

AND THAT the Board affirms that this Policy is the governing authority for Research Centres and Institutes, and requests that Senate retire its existing policy to ensure alignment within the University's bicameral governance framework.

BACKGROUND/RATIONALE:

The Research Centres, Institutes, and Groups Policy and Procedures document was due for review and revision, as it has not been revised since its creation in 2011. Both the policy and the procedures were outdated and had a number of gaps. Major changes include:

- Incorporating policy and process information into the document that reflects and clarifies practices already followed
- Reflecting the style of other research policies and procedures, and incorporating references to the BU Strategic Research Plan
- Removing "Groups" from the document, as the process for establishing a Group does not mirror that of centres and institutes as it is a more informal and far less involved process

- Including the need for an Equity, Diversity, and Inclusion Plan; Knowledge Mobilization Plan; and Research Data Management Plan in the proposal
- Including clearer language around proposal, reporting, renewal, and review requirements
- Adding a new Overhead and Residual Balances section to support centres and nstitutes in moving towards their goal of self-sufficiency
    - Of the institutional overhead amount captured on research contracts, a greater percentage will be re-invested back into the Centre or Institute
    - There will also be an opportunity for a Centre or Institute to retain residual account balances under certain conditions
- Adding a new IT Governance section

At present, this policy is housed with Senate; however, its subject matter falls within the jurisdiction of the Board of Governors. Under the University's governing legislation (The Brandon University Act), the Board has authority to "establish programs, services and facilities to further the University's purposes and objects," whereas Senate is responsible for academic policy.

Research Centres and Institutes are formally structured organizational units established under the authority of the Board, and the policy confirms this by stating that they are created under the Board's authority, normally on the recommendation of Senate. No documentation was found explaining why the policy was previously situated with Senate.

To ensure appropriate alignment within the bicameral governance framework, it is recommended that the policy be adopted as a Board policy. This change maintains the Board's commitment to joint collaboration with Senate, recognizing that the Senate may "consider and make recommendations to the Board about any other matters that the Senate considers appropriate for achieving the objects and purposes of the University," and affirming Senate's recommending role in the establishment of Research Centres and Institutes.

The Governance and Nominating Committee met on February 20 and reviewed the proposed policy and procedures, subsequently passing a motion to recommend them to the Board for approval.

Attachments:

- A copy of the revised policy with tracked changes
- A clean copy of the revised policy with changes accepted
- A copy of the revised policy transferred into the BOG template

BRANDON UNIVERSITY RESEARCH CENTRES AND~~,~~ INSTITUTES~~, AND GROUPS~~ POLICY AND PROCEDURES

POLICY

The Brandon University Research Centres and Institutes Policy and Procedures shall govern ~~To outline the general guidelines of the Senate Research Committee (SRC) on~~ the establishment~~,~~ ~~and~~ administration~~,~~ and dissolution of institutional research centres and~~,~~ institutes~~, and groups~~ (RCIs). ~~that~~ RCIs focus primarily on research and research-related activities~~,~~ such as ~~(e.g.~~ research projects, training of highly qualified personnel (HQP), collaborations, and knowledge mobilization activities. ~~research dissemination), and scholarly/creative activities.~~ The Policy and Procedures~~e guidelines~~ are administered ~~on behalf of the SRC~~ by the Office of the Vice-President (~~Academic &~~ Research & Graduate Studies) in collaboration with the Senate Research Committee and facilitated by the Office of Research Services. An RCI must have formal Brandon University approval before using the word "Centre" or "Institute".

Research Centres and Institutes

An RCI ~~Research Centre or Institute~~ is a formally structured organizational unit of the University. It is established under the authority of the Brandon University Board of Governors, normally on the recommendation of the Senate of the University. The purpose of an RCI ~~research centre or institute~~ is to engage in research~~, study, or other academic~~ that is ~~focus~~focused in a specific area~~s~~ and to encourage ~~research~~ collaborations and interdisciplinary research~~among disciplines and between departments, faculties, and schools~~. RCIs~~esearch centres/institutes~~ attract funding from external agencies, provide unique training opportunities for students, seek out various avenues for knowledge mobilization, and serve as a valuable information source for the community-at-large.

RCIs are created and operated in a manner that is consistent with the Brandon University Strategic Research Plan and the institution's strategic direction. RCIs~~esearch Centres and Institutes normally provide for the~~ strengthen~~ing~~, coordinat~~e~~ion, or facilitat~~e~~ion ~~of~~ research and scholarly/creative activities not readily undertaken within the U~~u~~niversity's department structure, building upon the existing expertise, competence, and staff interest ~~existing at the university~~.

Note that for the purpose of this Policy, Research Centre and Research Institute are used interchangeably.

A Research Centre or Institute is expected to:

a. have clearly identified goals and objectives;
b. have some degree of permanence, transcending collaboration on a particular, limited project;
c. bring together scholars from different disciplines and/or areas of specialization within a particular discipline;
~~c.~~d. incorporate equity, diversity, and inclusion (EDI) into the RCI's mission, procedures, and projects;
e. maintain a high level~~s~~ of research productivity;

~~d.~~f. disseminate research outputs and data as widely as possible and as appropriate, in line with research data plans;
~~e.~~g. foster the training of future researchers, especially in regard to research skills;
~~f.~~h. attract post-doctoral fellows, visiting professors, and other scholars;
~~g.~~i. cooperate with scholars at other universities and institutions; and
~~h.~~j. seek external funding ~~in order~~ to operate on a cost recovery basis.

In undertaking~~pursuit of~~ its goals and objectives, an RCI ~~Research Centre or Institutes~~ is expected to~~may~~ establish communication links both internal and external to Brandon University, organize seminars and symposia, and develop collaborations. An RCI ~~Research Centre or Institutes~~ may, on occasion, involve formal partnerships with other universities and/or institutions. Brandon University involvement in such joint ventures~~centres/institutes~~ is subject to formal agreement approved by the Vice-President (~~Academic &~~ Research & Graduate Studies) by recommendation~~s~~ of the Dean.

Every RCI~~research centre/institute~~ within the U~~u~~niversity is accountable through its Director to a

The Director of an RCI must be a continuing faculty member of Brandon University. An RCI~~esearch centres/institutes~~ shall not normally require ~~the~~ hiring ~~of~~ new full-time academic faculty. Each member, including the Director, should hold an appointment in an academic department ~~(1)~~. ~~If release time is required, this should be purchased by the research centre/institute under terms and conditions of the Collective Agreement.~~ The s~~S~~election of an RCI ~~research centre/institute~~ Director is ~~normally~~ the responsibility of the Dean ~~university officer~~ to whom the Director will report in consultation with the Vice-President (Research & Graduate Studies).

While the organizational and administrative structure ~~s~~ of an RCI~~research centres/institutes~~ varies~~y~~ as a function of its~~their~~ objectives, size, and funding arrangements, all RCIs~~research centres/institutes~~ shall have an A~~a~~dvisory C~~c~~ommittee. The specific terms of reference of such committees may vary from one RCI~~unit~~ to another~~; however,~~ but the general purpose of the~~se~~ C~~c~~ommittee~~s~~ is to provide advice on the RCI~~unit~~'s activities and programs.

Overhead and Residual Balances

~~All~~A University RCI~~s~~ must conform to institutional policies and procedures. In particular, RCIs shall adhere to the *Brandon University Research Contract Policy* with respect to the recovery of overheads on research contracts. In this regard, Brandon University will allow an RCI to retain 60% of the overhead amount received from contracts undertaken and grants awarded (where applicable), with 40% going to the Office of the Vice-President (Research & Graduate Studies). In the case of an RCI, the institution will reinvest any residual funds at the end of a contract or grant back into the RCI. Where Brandon University overhead is captured at an amount lesser than the required institutional 30%, any residual funds remaining at the end of a project will first go towards recouping the overhead amount to the 30% maximum, after which time any remaining residual funds will go to the RCI. The RCI shall use funds to advance the mission of the RCI.

IT Governance

RCIs shall adhere to the Brandon University IT Acceptable Use Policy and IT Account Provisioning Procedures. As best practice for cybersecurity RCIs shall collect, disseminate, store information using BU

IT resources and websites, allowing for unique data processing requirements and management of sensitive data as appropriate. All new RCI websites will be created under the brandonu.ca domain. Existing RCI websites and information storage locations will be reviewed with RCI Directors and Deans to inform future migration and long-term storage plans.

PROCEDURES

The purpose of the procedures is to outline the responsibility, governance, and reporting structures for an RCI, as well as the processes for establishing, reviewing, and discontinuing an RCI.

Approval Pprocess

The authority to establish an RCIresearch centres/institutes resides with the Board of Governors, normally on the recommendation of the Senate of the Uuniversity. A pproposals for an RCIresearch centres/institutes are is reviewed by transmitted fromthe Senate Research Committee (SRC) with a recommendation SRC to the Chair of the Senate Planning Committee (SPC) to determine if SPC review is required, and to the Senate through the Senateits Executive Committee. Prior to their submission transmittal to the SRC, a proposals for the establishment of research centres/institutes areis normally supported by the departmental and faculty councils, and ultimately the Dean, as appropriate. A proposal shall be formally submitted to the Vice-President (Research & Graduate Studies).

A pproposals must be comprehensive enough to allow the merits and feasibility of establishing an RCI research centre/institute to be clearly assessed, and shall include the information listed below. The items listed are to be used as proposal sub-headingsfollowing:.

a. Name of the RCIResearch Centre/Institute

i. Shall begin with Brandon University.

i.ii. Will be reflective of the mission of the RCI.

b. **Description and Justification.** This shall include:

i. a Cconcise statement of the mission, goals, and objectives of the proposed RCIresearch centre/institute and their.

ii. Alignment relationship to with the Brandon University Sstrategic Research Pplan of the university.;

iii. EDI Plan for the RCI and research projects/activities undertaken.

iv. Knowledge Mobilization Plan.

i.v. Research Data Management (RDM) Strategy that addresses RDM Plans for projects and initiatives undertaken, see RDM at Brandon University.

ii.vi. an Iidentification of the scope of activities expectednvisaged.; and

vii. a dDescription of the research benefits and opportunities likely to result from the establishment of the RCIresearch centre/institute, including an indication of how the proposed RCIresearch centre/institute willould facilitate research among scholars within the Uuniversity and in the wider community, including evidence of existing collaborations and anticipated collaborations.

viii. Community outreach and impact.

iii.ix. Training and development of HQP.

c. **Governance Structure**Constitution. This shall include a description of:

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i. Detail the organizational structure of the proposed RCI ~~research centre/institute~~, including the roles and responsibilities of its various members and committees.

ii. Identify the University Dean to whom the proposed RCI reports and in whom financial responsibility is vested.

iii. Proposed Director:
   a. Outline qualifications, including CV

iv. Proposed membership
   1. List of the proposed membership of the RCI broken down by the various membership categories, where applicable. For each proposed member, an abbreviated curriculum vitae shall be provided that details their research excellence and expertise, including degree(s) held, employment experience, professional activities, research interests, research funding record, and record of research achievements;
   2. Categories of membership and the criteria for each of these categories;
   3. Procedures whereby appointments will be made for each membership category;
   4. Privileges and responsibilities of membership; and
   5. Membership termination and removal.

v. Advisory Committee structure and role:~~;~~
   1. Advisory Committee is comprised of:
      i. Responsible Dean,
      ii. RCI Director,
      iii. RCI Members, and
      iv. Three External Members.
   2. Members appointed by applicable Dean.
   3. Membership to reflect EDI considerations.
   4. Terms of membership.
   5. Members must adhere to Brandon University policies and procedures.
   6. External Members are recommended.
   7. Advisory Committee provides advice and guidance to the RCI Director and Dean. The decision-making authority on all aspects of the RCI is retained by Brandon University. Specific duties of the Committee should be listed, such as:
      i. Strategic Plan and direction of the RCI;
      ii. Branding of the RCI;
      iii. Fulfilling its objectives and plans;
      iv. Proposals for grants and contracts;
      v. Recruitment of Advisory Committee members;
      vi. Knowledge Mobilization Plan;
      vii. Financial Plan; and
      viii. Annual report.

vi. Personnel/staffing plan for the administrative duties of the RCI, for example, administrative and technical support.

vii. Outline the reporting relationships of the RCI and organizational structure of the RCI within BU.

~~Management. This should identify the university officer to whom the proposed research centre/institute reports and in whom financial responsibility is vested.~~

~~iv. Proposed Membership. This shall include a listing of the proposed membership of~~

i. Detail where the RCI will be located and the amount of space available.

ii. Provide a list~~ing~~ of available research resources~~facilities~~, for example, ~~(e.g.~~ library holdings, laboratories~~, space,~~ equipment~~),~~, website to be created under the Brandon University domain, IT support, email accounts ~~-~~required, collaboration sites, and OneDrive location.

iii. ~~I~~include~~ing~~ an indication of current strengths and weaknesses~~; and~~.

~~i.~~iv. Plan for ongoing operations and maintenance of research equipment and facility, if applicable.

~~ii.~~v. ~~an I~~indicat~~ion of~~ future requirements, including a proposed strategy for obtaining these resources and long-term information and data storage, using BU resources such as Brandon University's Institutional Repository (IRBU), where applicable.

e. **Operational Plan and Accompanying Financial Resources~~.~~**

i. The Operational Plan will provide a clear administrative and oversight structure for the RCI.

ii. The Plan is to be developed with the goal of self-sufficiency, i.e., no central support from the institution is provided. The Plan should also ensure that no liabilities are created for the institution.

iii. ~~This shall include A~~a detailed budget that includes:

1. Itemized list of expenses and accompanying budget justification detailing the need for the expense and how the cost was arrived at for the first ~~three to~~ five years that~~which~~ includes the anticipated revenue from all sources (~~i.e. U~~university, government, industry, recovery of indirect costs, royalties, etc.) and proposed annual operational costs~~, as well as~~ ;
2. P~~p~~lan~~s~~ for seeking external funding~~.~~; and
3. An RCI~~Centres/Institutes~~ is~~are~~ expected to be self-sufficient and generate revenue for operations and maintenance independent of Brandon University. This must be demonstrated through both actual and anticipated sources of income and accompanied by letters of support from potential users/clients who will make use of fee-for-service agreements.

iv. Risk Management Plan that addresses potential risks to the RCI and risk mitigation.

v. Reporting requirements and expectations.

vi. Dissolution and closing procedures.

~~ii.~~vii. Others, as applicable.

f. ~~Statements of Support and Commitment.~~ **Letters of S~~s~~upport and C~~c~~ommitment**

i. Letters should be provided and signed by the appropriate U~~u~~niversity O~~o~~fficer(s), for example, Dean~~(i.e.~~, D~~d~~epartment Chair~~head~~, etc.~~Dean/Director~~, ~~the Vice-President (Academic & Research)).~~

~~iii.~~ii. Any cash and in-kind commitments or agreements to provide space, ~~teaching release time~~amended teaching appointment or other resources, including the recovery of indirect costs from contract research, should be documented and signed ~~off on~~ by those authorized to make such commitments. Note that i~~I~~n the absence of such statements, it will be assumed that no such commitments or agreements have been made.

Annual Reporting Requirements

~~To establish and sustain a review of research centre/institute~~ The RCI Director ~~of the research centre/institute~~ shall provide an annual report to the Dean ~~university~~ of the Vice-President (~~Academic &~~ Research & Graduate Studies), and Chair of the Senate Research Committee~~SRC~~ by the anniversary date of RCI establishment/approval. The report shall ~~This report should~~ detail:

a. the activities of the RCI~~centre~~ and its personnel;~~, including~~
b. research accomplishments and meeting of objectives;~~,~~
c. undergraduate and graduate training activities~~, and other research-related activities~~;
d. knowledge mobilization activities~~(e.g. conferences, workshops, seminars, etc.)~~; ~~and its~~
e. other research-related activities;
f. list of members and personnel;
g. list of postdoctoral fellows, visiting professors, and other scholars and details of their involvement;
h. description of partnerships and collaborations;
i. community outreach and impacts;
j. balance sheet~~financial status~~ for the year in review, including details on all funding received and pending;
k. Advisory Committee membership and recommendations; and~~.~~
~~a.~~l. plan for the upcoming year.

Renewal~~view~~ of~~ing~~ a Research Centre or ~~s/~~Institute~~s~~

In order to ensure that all research is consistent with the goals of ~~the~~ Brandon U~~u~~niversity and that an RCI~~research centres/institutes~~ reflects positively on the general reputation of the institution~~university~~, all RCIs~~research centres/institutes~~ shall be reviewed by ~~-~~the SRC upon seeking a renewal every five years~~on a periodic basis not less than every five years~~.

Review Process for Renewal

Prior to the end of the penultimate year of the established term, the Director of the RCI must indicate whether they intend to renew the term for another five years. Notice of the intent to renew will be forwarded to ~~review will be communicated to the Director of the research centre/institute by~~ the Dean, Vice-President (Research & Graduate Studies), and~~the~~ Chair of the Senate Research Committee ~~at least nine (9) months prior to the end of the mandate of the research centre/institute~~ and submission of the report will be within the first six months of the final year.

~~In response to this notification, the~~ The Director ~~of the research centre/institute~~ shall submit to the Chair of the SRC a report that~~which~~ contains the following:

a. ~~a~~ D~~d~~escription of how ~~and why~~ the RCI ~~centre/institute~~ has achieved or revised its original goals and objectives;
b. ~~a d~~Detailed listing of its research training accomplishments;
c. ~~a c~~Current membership list;
d. Advisory Committee list;~~and~~
~~a.~~e. ~~a d~~Detailed financial statement;
f. F~~a f~~ive-year plan that~~which~~ identifies the future research direction~~s~~ of the RCI, ~~and~~ development strategies, goals and objectives;
g. Scope of activities expected;
h. Knowledge Mobilization Plan;
i. EDI Plan;
~~b.~~j. Operational Plan for the RCI that is in line with the proposed five-year plan;
k. L~~l~~etter~~s~~ of support indicating continued commitment to~~support for~~ the R~~research~~ C~~centre~~I~~/institute~~ from the appropriate Dean~~s~~; and

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c.l. Nthe nnames and contact information of three (3) individuals who can provide external assessments of the RCIresearch centre/institute.

On the basis of this report as well as a review of annual reports, the SRC shall determine whether a formal, independent review committee should be struck to conduct a full review of the RCIresearch centre/institute. If a full review of the RCIresearch centre/institute is not warranted, in that it is clear that the RCIresearch centre/institute either qualifies for continuation or that it does not, the SRC will recommend to the Senate that the RCIresearch centre/institute continue for a period of three to five years, or that it be terminated, without further review. The recommendation of the Senate will be brought forward to the Board of Governors for approval. Any legal agreements that affect the status of the RCIresearch centre/institute must be taken into consideration in the formal recommendation.

Full Review

In the event that a full review is required, a Review Committee will be appointed by the Chair of the SRC, in consultation with the SRC, at least six (6) months prior to the end of the termmandate of the RCICentre. The membership of the Review Committee shall normally include:

- a senior researcher with administrative experience and no direct involvement in the RCIresearch centre/institute (preferably a former Dean or Department Chairhead) who shall act as Chair of the Committee;
- the Director, or designate, of another RCI at Brandon Universityresearch centre/institute;
- a researcher who is not affiliated with the RCIresearch centre/institute but is knowledgeable in the field of its research activity;
- the Chair of the SRC, or his/her designate, to assess financial matters and institutional concerns; and
- other members as deemed appropriate.

The mechanism by which the Review Committee elects to conduct the review shall be at the discretion of the Committee in consultation with the Chair of the SRC. Notwithstanding, the primary focus of the review shall be an assessment of:

a. the extent to which the RCIresearch centre/institute has fulfilled its goals and objectives;
b. the appropriateness of is future goals and objectives; and
c. its current and projected financial viability.

The review process shallould involve meetings with the Director and members, and should also include the solicitation of external assessments, as well as discussion with non-members of the RCIresearch centre/institute from related departments and/ fields.

The Review Committee shall provide a written report to the Chair of the SRC within four months of being established. Before submitting this report, the Chair of the Review Committee shall provide a copy of the report to the Director of the RCIresearch centre/institute under review to ensure that the report contains no factual errors. Following tThe Director's review, they will be invited to may submit a written commentary on the report to the Chair of the SRC.

The SRC will consider the report of the Review Committee, consulting with the Committee and Director of the RCIresearch centre/institute, as necessary, before making a recommendation to the Senate concerning the future of the RCIcentre/institute. The recommendation may be:

a. continuation with review in a five5 years term;
b. continuation with subsequent review by the SRC in 1, 2, or 3 years; or

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c. termination.

Any legal agreements that affect status of the RCI~~research centre/instate~~ must be taken into consideration in the formal recommendation.

Note on Research Groups

A R~~r~~esearch G~~g~~roup is an association of U~~u~~niversity scholars who share research interests and ~~who~~ engage in collaborative or closely related research ~~and scholarly/creative~~ activities. The purpose of a R~~r~~esearch G~~g~~roup is to promote and facilitate communication and collaboration among its members, and to establish the legitimacy of the Group that [illegible] used in the Group name, approval of the Vice-President (Research & Graduate Studies), on recommendation of the appropriate Dean is required.

Dissolution of Research Centres and~~,~~ Institutes~~, and Groups~~

Brandon University reserves the right to close an RCI during an approved term for reasons of financial exigency or other reasons. Normally, on recommendation of the Senate, the Board of Governors will formally dissolve an established RCI. In the event that an RCI~~G~~ decides to dissolve its operations or that Brandon University does not recommend the continuation of an RCI~~G~~ for an additional term, the activities of the RCI~~G~~ will be wound down and the RCI~~G~~ will be closed. ~~Brandon University reserves the right to close an RCIG during an approved term for reasons of financial exigency or other reasons. Ultimately, it is the Board of Governors, upon recommendation of Senate, who will formally dissolve an established RCIG.~~ Dissolution can occur in circumstances such as:

a. w~~W~~hen~~re~~ there is evidence that the RCI~~G~~ is not fulfilling its stated goals; ~~and/or~~
~~a.~~b. the RCI has no plans for future activities;
~~b.~~c. u~~U~~pon resignation or retirement of an RCI Director followed by a failed search;
~~c.~~d. due to s~~S~~erious or~~an~~ repeated instances of non-compliance with laws, regulations, ~~or~~ Brandon University policies and procedures, etc.; and
~~d.~~e. when there is an absence of ~~No~~ financial support or no plausible future source of funding to maintain the RCI.

~~March 15, 2011~~
July 2024

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BRANDON UNIVERSITY RESEARCH CENTRES AND INSTITUTES POLICY AND PROCEDURES

POLICY

The Brandon University Research Centres and Institutes Policy and Procedures shall govern the establishment, administration, and dissolution of institutional research centres and institutes (RCIs). RCIs focus primarily on research and research-related activities, such as research projects, training of highly qualified personnel (HQP), collaborations, and knowledge mobilization activities. The Policy and Procedures are administered by the Office of the Vice-President (Research & Graduate Studies) in collaboration with the Senate Research Committee and facilitated by the Office of Research Services. An RCI must have formal Brandon University approval before using the word "Centre" or "Institute".

Research Centres and Institutes

An RCI is a formally structured organizational unit of the University. It is established under the authority of the Brandon University Board of Governors, normally on the recommendation of the Senate of the University. The purpose of an RCI is to engage in research that is focused in a specific area and to encourage collaborations and interdisciplinary research. RCIs attract funding from external agencies, provide unique training opportunities for students, seek out various avenues for knowledge mobilization, and serve as a valuable information source for the community-at-large.

RCIs are created and operated in manner that is consistent with the Brandon University Strategic Research Plan and the institution's strategic direction. RCIs strengthen, coordinate, or facilitate research and scholarly/creative activities not readily undertaken within the University's department structure, building upon the existing expertise, competence, and staff interest.

Note that for the purpose of this Policy, Research Centre and Research Institute are used interchangeably.

A Research Centre or Institute is expected to:

a. have clearly identified goals and objectives;
b. have some degree of permanence, transcending collaboration on a particular, limited project;
c. bring together scholars from different disciplines and/or areas of specialization within a particular discipline;
d. incorporate equity, diversity, and inclusion (EDI) into the RCI's mission, procedures, and projects;
e. maintain a high level of research productivity;
f. disseminate research outputs and data as widely as possible and as appropriate, in line with research data plans;
g. foster the training of future researchers, especially in regard to research skills;
h. attract postdoctoral fellows, visiting professors, and other scholars;
i. cooperate with scholars at other universities and institutions; and
j. seek external funding to operate on a cost recovery basis.

In undertaking its goals and objectives, an RCI is expected to establish communication links both internal and external to Brandon University, organize seminars and symposia, and develop collaborations. An RCI may, on occasion, involve formal partnerships with other universities and/or institutions. Brandon

University involvement in such joint ventures is subject to formal agreement approved by the Vice-President (Research & Graduate Studies) by recommendation of the Dean.

Every RCI within the University is accountable through its Director to a University Dean. Financial responsibility for the RCI is vested with the Dean. Faculty/School Deans shall report to the Vice-President (Research & Graduate Studies) on all matters related to RCIs. The RCI Director will exercise general supervision over the operation of the unit with specific responsibilities varying with the size of the unit as well as the complexity of its policies and operations. The Director is responsible for the administrative and financial oversight of the RCI and the projects that the RCI undertakes. Note that oversight does not extend to researchers' individual grants. For any joint faculty/school initiative, the Director shall be responsible to whichever Dean is so designated, either in the initial proposal to create such a unit or as subsequently recommended and approved. A Director, upon recommendation of the Dean, may be removed by the Vice-President (Research & Graduate Studies) which is understood to be in relation to the duties of the Director as described herein. Causes may include negligence, incompetence, unprofessional conduct, and inability to maintain the confidence of the members. An RCI shall be financially secure with core funding derived from either the University or other sources. In this regard, while the University may provide support to an RCI through its operating budget, the RCI is expected to seek external funding to support its activities, through grants, contracts, fees-for-services, or donations, with an ultimate goal of self-sufficiency.

The Director of an RCI must be a continuing faculty member of Brandon University. An RCI shall not normally require hiring new full-time academic faculty. Each member, including the Director, should hold an appointment in an academic department. The selection of an RCI Director is the responsibility of the Dean to whom the Director will report in consultation with the Vice-President (Research & Graduate Studies).

While the organizational and administrative structure of an RCI varies as a function of its objectives, size, and funding arrangements, all RCIs shall have an Advisory Committee. The specific terms of reference of such committees may vary from one RCI to another but the general purpose of the Committee is to provide advice on the RCI's activities and programs.

Overhead and Residual Balances

A University RCI must conform to institutional policies and procedures. In particular, an RCI shall adhere to the *Brandon University Research Contract Policy* with respect to the recovery of overheads on research contracts. In this regard, Brandon University will allow an RCI to retain 60% of the overhead amount received from contracts undertaken and grants awarded (where applicable), with 40% going to the Office of the Vice-President (Research & Graduate Studies). In the case of an RCI, the institution will reinvest any residual funds at the end of a contract or grant back into the RCI. Where Brandon University overhead is captured at an amount lesser than the required institutional 30%, any residual funds remaining at the end of a project will first go towards re-cooping the overhead amount to the 30% maximum, after which time any remaining residual funds will go to the RCI. The RCI shall use funds to advance the mission of the RCI.

IT Governance

RCIs shall adhere to the Brandon University IT Acceptable Use Policy and IT Account Provisioning Procedures. As best practice for cybersecurity, RCIs shall collect, disseminate, and store information using Brandon University IT resources and websites, allowing for unique data processing requirements and management of sensitive data as appropriate. All new RCI websites will be created under the brandonu.ca

domain. Existing RCI websites and information storage locations will be reviewed with RCI Directors and Deans to inform future migration and long-term storage plans.

PROCEDURES

The purpose of the procedures is to outline the responsibility, governance, and reporting structures for an RCI, as well as the processes for establishing, reviewing, and discontinuing an RCI.

Approval Process

The authority to establish an RCI resides with the Board of Governors, normally on the recommendation of the Senate of the University. A proposal for an RCI is reviewed by the Senate Research Committee (SRC) with a recommendation to the Senate through the Senate Executive Committee. Prior to submission to the SRC, a proposal is normally supported by the department and faculty council, and ultimately the Dean, as appropriate. A proposal shall be formally submitted to the Vice-President (Research & Graduate Studies).

It is expected that a group of researchers will already have discovered the advantages of collaborative work and academic interchange before proposing a formal establishment of an RCI. Researchers should have an established record of research and publication in their fields, as well as success in securing external support for their research.

Proposal Requirements

A proposal must be comprehensive enough to allow the merits and feasibility of establishing an RCI to be clearly assessed and shall include the information listed below. The items listed are to be used as proposal sub-headings.

a. Name of the RCI
- i. Shall begin with Brandon University.
- ii. Will be reflective of the mission of the RCI.

b. **Description and Justification**
- i. Concise statement of the mission, goals, and objectives of the proposed RCI.
- ii. Alignment with the Brandon University Strategic Research Plan.
- iii. An EDI Plan for the RCI and research projects/activities undertaken.
- iv. A Knowledge Mobilization Plan.
- v. Research Data Management (RDM) Strategy that addresses RDM Plans for projects and initiatives undertaken, see RDM at Brandon University.
- vi. Identification of the scope of activities expected.
- vii. Description of the research benefits and opportunities likely to result from the establishment of the RCI, including an indication of how the proposed RCI will facilitate research among scholars within the University and in the wider community, including evidence of existing collaborations and anticipated collaborations.
- viii. Community outreach and impact.
- ix. Training and development of HQP.

c. Governance Structure
- i. Detail the organizational structure of the proposed RCI, including the roles and responsibilities of its various members and committees.

ii. Identify the University Dean to whom the proposed RCI reports and in whom financial responsibility is vested.
iii. Proposed Director:
    1. Outline qualifications, including CV.
iv. Proposed membership:
    1. List of the proposed membership of the RCI broken down by the various membership categories, where applicable. For each proposed member, an abbreviated curriculum vitae shall be provided that details their research excellence and expertise, including degree(s) held, employment experience, professional activities, research interests, research funding record, and record of research achievements;
    2. Categories of membership and the criteria for each of these categories;
    3. Procedures whereby appointments will be made for each membership category;
    4. Privileges and responsibilities of membership; and
    5. Membership termination and removal.
v. Advisory Committee structure and role:
    1. Advisory Committee is comprised of:
        i. Responsible Dean,
        ii. RCI Director,
        iii. RCI Members, and
        iv. Three External Members.
    2. Members appointed by applicable Dean.
    3. Membership to reflect EDI considerations.
    4. Terms of membership.
    5. Members must adhere to Brandon University policies and procedures.
    6. External Members are recommended.
    7. Advisory Committee provides advice and guidance to the RCI Director and Dean. The decision-making authority on all aspects of the RCI is retained by Brandon University. Specific duties of the Committee should be listed, such as:
        i. Strategic Plan and direction of the RCI;
        ii. Branding of the RCI;
        iii. Fulfilling its objectives and plans;
        iv. Proposals for grants and contracts;
        v. Recruitment of Advisory Committee members;
        vi. Knowledge Mobilization Plan;
        vii. Financial Plan; and
        viii. Annual report.
vi. Personnel/staffing plan for the administrative duties of the RCI, for example, administrative and technical support.
vii. Outline the reporting relationships of the RCI and organizational structure of the RCI within BU.

d. Physical Space and Resources

i. Detail where the RCI will be located and the amount of space available.
ii. Provide a list of available research resources, for example, library holdings, laboratories, equipment, website to be created under the Brandon University domain, IT support, email accounts required, collaboration sites, and OneDrive location.
iii. Include an indication of current strengths and weaknesses.

iv. Plan for ongoing operations and maintenance of research equipment and facility, if applicable.
v. Indicate future requirements, including a proposed strategy for obtaining these resources and long-term information and data storage, using BU resources such as Brandon University's Institutional Repository (IRBU), where applicable.

e. Operational Plan and Accompanying Financial Resources

i. The Operational Plan will provide a clear administrative and oversight structure for the RCI.
ii. The Plan is to be developed with the goal of self-sufficiency, i.e., no central support from the institution is provided. The Plan should also ensure that no liabilities are created for the institution.
iii. A detailed budget that includes:
    1. Itemized list of expenses and accompanying budget justification detailing the need for the expense and how the cost was arrived at for the first five years that includes the anticipated revenue from all sources (University, government, industry, recovery of indirect costs, royalties, etc.) and proposed annual operational costs;
    2. Plan for seeking external funding; and
    3. An RCI is expected to be self-sufficient and generate revenue for operations and maintenance independent of Brandon University. This must be demonstrated through both actual and anticipated sources of income and accompanied by letters of support from potential users/clients who will make use of fee-for-service agreements.
iv. Risk Management Plan that addresses potential risks to the RCI and risk mitigation.
v. Reporting requirements and expectations.
vi. Dissolution and closing procedures.
vii. Others, as applicable.

f. **Letters of Support and Commitment**

i. Letters should be provided and signed by the appropriate University Officer(s), for example, Dean, Department Chair, etc.
ii. Any cash and in-kind commitments or agreements to provide space, amended teaching appointment or other resources, including the recovery of indirect costs from contract research, should be documented and signed-off on by those authorized to make such commitments. Note that in the absence of such statements, it will be assumed that no such commitments or agreements have been made.

Annual Reporting Requirements

The RCI Director shall provide an annual report to the Dean to whom they report, Vice-President (Research & Graduate Studies), and Chair of the Senate Research Committee by the anniversary date of RCI establishment/approval. The report shall detail:

a. the activities of the RCI and its personnel;
b. research accomplishments and meeting of objectives;
c. undergraduate and graduate training activities;
d. knowledge mobilization activities;
e. other research-related activities;
f. list of members and personnel;
g. list of postdoctoral fellows, visiting professors, and other scholars and details of their involvement;

h. description of partnerships and collaborations;
i. community outreach and impacts;
j. balance sheet for the year in review, including details on all funding received and pending;
k. Advisory Committee membership and recommendations; and
l. plan for the upcoming year.

Renewal of a Research Centre or Institute
In order to ensure that all research is consistent with the goals of Brandon University and that an RCI reflects positively on the general reputation of the institution, all RCIs shall be reviewed by the SRC upon seeking a renewal every five years.

Review Process for Renewal
Prior to the end of the penultimate year of the established term, the Director of the RCI must indicate whether they intend to renew the term for another five years. Notice of the intent to renew will be forwarded to the Dean, Vice-President (Research & Graduate Studies), and Chair of the Senate Research Committee and submission of the report will be within the first six months of the final year.

The Director shall submit to the Chair of the SRC a report that contains the following:
a. Description of how the RCI has achieved or revised its original goals and objectives;
b. Detailed listing of its research training accomplishments;
c. Current membership list;
d. Advisory Committee list;
e. Detailed financial statement;
f. Five-year plan that identifies the future research direction of the RCI, development strategies, goals and objectives;
g. Scope of activities expected;
h. Knowledge Mobilization Plan;
i. EDI Plan;
j. Operational Plan for the RCI that is in line with the proposed five-year plan;
k. Letter of support indicating continued commitment to the RCI from the appropriate Dean; and
l. Names and contact information of three (3) individuals who can provide external assessments of the RCI.

On the basis of this report, the SRC shall determine whether a formal, independent review committee should be struck to conduct a full review of the RCI. If a full review of the RCI is not warranted, in that it is clear the RCI either qualifies for continuation or that it does not, the SRC will recommend to the Senate that the RCI continue for a period of five years, or that it be terminated without further review. The recommendation of the Senate will be brought forward to the Board of Governors for approval. Any legal agreements that affect the status of the RCI must be taken into consideration in the formal recommendation.

Full Review
In the event that a full review is required, a Review Committee will be appointed by the Chair of the SRC, in consultation with the SRC, at least six (6) months prior to the end of the term of the RCI. The membership of the Review Committee shall include:

- a senior researcher with administrative experience and no direct involvement in the RCI (preferably a former Dean or Department Chair) who shall act as Chair of the Committee;
- the Director, or designate, of another RCI at Brandon University;

- a researcher who is not affiliated with the RCI but is knowledgeable in the field of its research activity;
- the Chair of the SRC, or designate, to assess financial matters and institutional concerns; and
- other members as deemed appropriate.

The mechanism by which the Review Committee elects to conduct the review shall be at the discretion of the Committee in consultation with the Chair of the SRC. Notwithstanding, the primary focus of the review shall be an assessment of:

a. the extent to which the RCI has fulfilled its goals and objectives;
b. the appropriateness of is future goals and objectives; and
c. its current and projected financial viability.

The review process shall involve meetings with the Director and members, and include the solicitation of external assessments, as well as discussion with non-members of the RCI from related departments and fields.

The Review Committee shall provide a written report to the Chair of the SRC within four months of being established. Before submitting this report, the Chair of the Review Committee shall provide a copy of the report to the Director of the RCI under review to ensure that the report contains no factual errors. Following the Director's review, they will be invited to submit a written commentary on the report to the Chair of the SRC.

The SRC will consider the report of the Review Committee, consulting with the Committee and Director of the RCI, as necessary, before making a recommendation to the Senate concerning the future of the RCI. The recommendation may be:

a. continuation with a five-year term;
b. continuation with subsequent review by the SRC in 1, 2, or 3 years; or
c. termination.

Any legal agreements that affect status of the RCI must be taken into consideration in the formal recommendation. The recommendation of the Senate will be brought forward to the Board of Governors for approval.

Note on Research Groups

A Research Group is an association of University scholars who share research interests and engage in collaborative or closely related research activities. The purpose of a Research Group is to promote and facilitate communication and collaboration among its members, and to establish the legitimacy of the Group both internally and externally to Brandon University. If the Brandon University name is formally used in the Group name, approval of the Vice-President (Research & Graduate Studies), on recommendation of the appropriate Dean is required.

Dissolution of Research Centres and Institutes

Brandon University reserves the right to close an RCI during an approved term for reasons of financial exigency or other reasons. Normally, on recommendation of the Senate, the Board of Governors will formally dissolve an established RCI. In the event that an RCI decides to dissolve its operations or that

Brandon University does not recommend the continuation of an RCI for an additional term, the activities of the RCI will be wound down and the RCI will be closed. Dissolution can occur in circumstances such as:

a. when there is evidence that the RCI is not fulfilling its stated goals;
b. the RCI has no plans for future activities;
c. upon resignation or retirement of an RCI Director followed by a failed search;
d. due to serious or repeated instances of non-compliance with laws, regulations, Brandon University policies and procedures, etc.; and
e. when there is an absence of financial support or no plausible future source of funding to maintain the RCI.

July 2024

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BRANDON UNIVERSITY	**RESEARCH CENTRES AND INSTITUTES (RCI) POLICY AND PROCEDURES**		
Board of Governors Policy	Policy Sponsor:	Vice-President (Research & Graduate Studies)	**First Approved:** *DD MONTH YYYY*
	Primary Contact:	Manager of Research Services	**Last Updated:** *DD MONTH 20YY*
	Approved by:	Board of Governors	**Review Scheduled:** *DD MONTH 20YY*

1. PURPOSE

The Brandon University Research Centres and Institutes (RCI) Policy and Procedures shall govern the establishment, administration, and dissolution of institutional RCIs.

2. SCOPE

RCIs focus primarily on research and research-related activities, such as research projects, training of highly qualified personnel (HQP), collaborations, and knowledge mobilization activities. The Policy and Procedures are administered by the Office of the Vice-President (Research & Graduate Studies) in collaboration with the Senate Research Committee. An RCI must have formal Brandon University approval before using the word "Centre" or "Institute".

3. DEFINITIONS

Contract: A legally binding and enforceable agreement to perform a defined scope of work on behalf of or in partnership with an external sponsor on a fee-for service basis.
Grant: Funds that are awarded by an external sponsor to enable the performance of self-directed research, normally through a competitive application process.
Highly Qualified Personnel (HQP): Individuals who receive training or work under the supervision of a researcher, including undergraduate, graduate, and doctorate students, postdoctoral fellows, technicians, and research assistants.
Knowledge Mobilization: The process of turning research findings into tangible social, health, or economic benefits for Canadians.
Overhead: Costs that cannot be directly attributed to contract activities but are a result of contract activities and the costs associated with administering and managing the research.
Policy: Research Centres and Institutes Policy.
Residual Balance: The funds remaining in a research grant or contract account that has terminated or expired, after all outstanding expenses have been paid.

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Sponsor: The agency, organization, institution, government department, etc. that has provided research funds to the University via a research grant or contract.
Strategic Research Plan: Outlines the institution's research vision, priorities, and goals to build capacity, foster excellence in specific research areas, and maximize impact, usually updated every five years.
University: Brandon University (BU).

4. POLICY

a) Research Centres and Institutes

An RCI is a formally structured organizational unit of the University. It is established under the authority of the Brandon University Board of Governors, normally on the recommendation of the Senate of the University. The purpose of an RCI is to engage in research that is focused in a specific area and to encourage collaborations and interdisciplinary research. RCIs attract funding from external agencies, provide unique training opportunities for students, seek out various avenues for knowledge mobilization, and serve as a valuable information source for the community-at-large.

RCIs are created and operated in manner that is consistent with the Brandon University Strategic Research Plan and the institution's strategic direction. RCIs strengthen, coordinate, or facilitate research and scholarly/creative activities not readily undertaken within the University's department structure, building upon the existing expertise, competence, and staff interest.

Note that for the purpose of this Policy, Research Centre and Research Institute are used interchangeably.

b) RCI Responsibilities

A Research Centre or Institute is expected to:

i) have clearly identified goals and objectives;
ii) have some degree of permanence, transcending collaboration on a particular, limited project;
iii) bring together scholars from different disciplines and/or areas of specialization within a particular discipline;
iv) incorporate equity, diversity, and inclusion (EDI) into the RCI's mission, procedures, and projects;
v) maintain a high level of research productivity;
vi) disseminate research outputs and data as widely as possible and as appropriate, in line with research data plans;
vii) foster the training of future researchers, especially in regard to research skills;
viii) attract postdoctoral fellows, visiting professors, and other scholars;
ix) cooperate with scholars at other universities and institutions; and
x) seek external funding to operate on a cost recovery basis.

In undertaking its goals and objectives, an RCI is expected to establish communication links both internal and external to Brandon University, organize seminars and symposia, and develop collaborations. An RCI may, on occasion, involve formal partnerships with other universities and/or institutions. Brandon University involvement in such joint ventures is subject to formal agreement approved by the Vice-President (Research & Graduate Studies) by recommendation of the Dean.

c) Reporting Structure and Accountability

Every RCI within the University is accountable through its Director to a University Dean. Financial responsibility for the RCI is vested with the Dean. Faculty/School Deans shall report to the Vice-President (Research & Graduate Studies) on all matters related to RCIs. The RCI Director will exercise general supervision over the operation of the unit with specific responsibilities varying with the size of the unit as well as the complexity of its policies and operations. The Director is responsible for the administrative and financial oversight of the RCI and the projects that the RCI undertakes. Note that oversight does not extend to researchers' individual grants. For any joint faculty/school initiative, the Director shall be responsible to whichever Dean is so designated, either in the initial proposal to create such a unit or as subsequently recommended and approved. A Director, upon recommendation of the Dean, may be removed by the Vice-President (Research & Graduate Studies) which is understood to be in relation to the duties of the Director as described herein. Causes may include negligence, incompetence, unprofessional conduct, and inability to maintain the confidence of the members. An RCI shall be financially secure with core funding derived from either the University or other sources. In this regard, while the University may provide support to an RCI through its operating budget, the RCI is expected to seek external funding to support its activities, through grants, contracts, fees-for-services, or donations, with an ultimate goal of self-sufficiency.

d) Director

The Director of an RCI must be a continuing member within the Professorial or Professional ranks of Brandon University. An RCI shall not normally require hiring new full-time academic faculty. Each member, including the Director, should hold an appointment in an academic department. The selection of an RCI Director is the responsibility of the Dean to whom the Director will report in consultation with the Vice-President (Research & Graduate Studies).

e) Advisory Committee

While the organizational and administrative structure of an RCI varies as a function of its objectives, size, and funding arrangements, all RCIs shall have an Advisory Committee. The specific terms of reference of such committees may vary from one RCI to another but the general purpose of the Committee is to provide advice on the RCI's activities and programs.

f) Approval Process

The authority to establish an RCI resides with the Board of Governors, normally on the recommendation of the Senate of the University. A proposal for an RCI is reviewed by the Senate Research Committee (SRC) with a recommendation to the Senate. Prior to submission to the SRC,

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a proposal is normally supported by the department and faculty council, and ultimately the Dean, as appropriate. A proposal shall be formally submitted to the Vice-President (Research & Graduate Studies).

It is expected that a group of researchers will already have discovered the advantages of collaborative work and academic interchange before proposing a formal establishment of an RCI. Researchers should have an established record of research, scholarship, and knowledge mobilization in their fields, as well as success in securing external support for their research.

g) Annual Report

The RCI Director shall provide an annual report to the Dean to whom they report, Vice-President (Research & Graduate Studies), and Chair of the Senate Research Committee by the anniversary date of RCI establishment/approval.

h) Renewal of an RCI

To ensure that all research is consistent with the goals of Brandon University and that an RCI reflects positively on the general reputation of the institution, every five years an RCIs shall submit a report to be reviewed by the SRC upon seeking renewal.

Based on the report, the SRC shall determine whether a formal, independent review committee should be struck to conduct a **Full Review** of the RCI. If a Full Review of the RCI is not warranted, in that it is clear the RCI either qualifies for continuation or that it does not, the SRC will recommend to the Senate that the RCI continue for a period of five years, or that it be terminated without further review. The report and the recommendation of the Senate will be brought forward to the Board of Governors for approval. Any legal agreement that affects the status of the RCI must be taken into consideration in the formal recommendation.

i) Overhead and Residual Balances

A University RCI must conform to institutional policies and procedures. In particular, an RCI shall adhere to the Brandon University Research Contract Policy with respect to the recovery of overheads on research contracts. In this regard, Brandon University will allow an RCI to retain 60% of the overhead amount received from contracts undertaken and grants awarded (where applicable), with 40% going to the Office of the Vice-President (Research & Graduate Studies). In the case of an RCI, the institution will reinvest any residual funds at the end of a contract or grant back into the RCI. Where Brandon University overhead is captured at an amount less than the required institutional 30%, any residual funds remaining at the end of a project will first go towards re-cooping the overhead amount to the 30% maximum, after which time any remaining residual funds will go to the RCI. The RCI shall use funds to advance the mission of the RCI.

j) IT Governance

RCIs shall adhere to the Brandon University IT Acceptable Use Policy and IT Account Provisioning Procedures. As best practice for cybersecurity, RCIs shall collect, disseminate, and store information using Brandon University IT resources and websites, allowing for unique data

processing requirements and management of sensitive data as appropriate. All new RCI websites will be created under the brandonu.ca domain. Existing RCI websites and information storage locations will be reviewed with RCI Directors and Deans to inform future migration and long-term storage plans.

k) Dissolution of Research Centres and Institutes

Brandon University reserves the right to close an RCI during an approved term for reasons of financial exigency or other reasons. Normally, on recommendation of the Senate, the Board of Governors will formally dissolve an established RCI. In the event that an RCI decides to dissolve its operations or that Brandon University does not recommend the continuation of an RCI for an additional term, the activities of the RCI will be wound down and the RCI will be closed. Dissolution can occur in circumstances such as:

a. when there is evidence that the RCI is not fulfilling its stated goals;
b. the RCI has no plans for future activities;
c. upon resignation or retirement of an RCI Director followed by a failed search;
d. due to serious or repeated instances of non-compliance with laws, regulations, Brandon University policies and procedures, etc.; and
e. when there is an absence of financial support or no plausible future source of funding to maintain the RCI.

5. POLICY AUTHORITY

- **Policy Sponsor**: Vice-President (Research & Graduate Studies)
- **Primary Contact:** Manager of Research Services
- **Approval Authority:** Board of Governors

6. RELEVANT LEGISLATION

- Secretariat on Responsible Conduct of Research
- Tri-Agency Guide on Financial Administration

7. RELATED POLICY DOCUMENTS

- Equity, Diversity, and Inclusion Strategic Plan
- IT Acceptable Use Policy
- Policy on Academic Integrity and the Responsible Conduct of Research
- Postdoctoral Fellow Policy and Procedures
- Research Contract Policy
- Research Data Management Strategy
- Residual Balances in Research Accounts Policy
- Strategic Research Plan

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APPENDIX: RESEARCH CENTRES AND INSTITUTES PROCEDURES

The purpose of the RCI Procedures is to outline the processes for establishing and reviewing an RCI.

1. Proposal Requirements for an RCI

A proposal for a new RCI must be comprehensive enough to allow the merits and feasibility of establishing an RCI to be clearly assessed and shall include the information listed below. The items listed are to be addressed and used as proposal sub-headings:

a. Name of the RCI
- i. Will begin with Brandon University
- ii. Will be reflective of the mission of the RCI

b. Description and Justification
- i. Concise statement of the mission, goals, and objectives of the proposed RCI
- ii. Alignment with the Brandon University Strategic Research Plan
- iii. An EDI Plan for the RCI and research projects/activities undertaken
- iv. A Knowledge Mobilization Plan
- v. Research Data Management (RDM) Plan for projects and initiatives undertaken
- vi. Identification of the scope of activities expected
- vii. Description of the research benefits and opportunities likely to result from the establishment of the RCI, including an indication of how the proposed RCI will facilitate research among scholars within the University and in the wider community, including evidence of existing collaborations and anticipated collaborations
- viii. Community outreach and impact
- ix. Training and development of HQP

c. Governance Structure
- i. Detail the organizational structure of the proposed RCI, including the roles and responsibilities of its various members and committees
- ii. Identify the University Dean to whom the proposed RCI reports and in whom financial responsibility is vested
- iii. Proposed Director:
  1. Outline qualifications, including CV
- iv. Proposed membership:
  1. List of the proposed membership of the RCI broken down by the various membership categories, where applicable. For each proposed member, an abbreviated curriculum vitae shall be provided that details their research excellence and expertise, including professional preparation, employment experience, professional activities, research interests, research funding record, and record of research achievements
  2. Categories of membership and the criteria for each of these categories
  3. Procedures whereby appointments will be made for each membership category
  4. Privileges and responsibilities of membership

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5. Membership termination and removal

v. Advisory Committee structure and role:
   1. Advisory Committee is comprised of:
      i. Responsible Dean
      ii. RCI Director
      iii. RCI Members
      iv. Three External Members
   2. Members appointed by applicable Dean
   3. Membership to reflect EDI considerations
   4. Terms of membership
   5. Members must adhere to Brandon University policies and procedures
   6. External Members are recommended
   7. Advisory Committee provides advice and guidance to the RCI Director and Dean. The decision-making authority on all aspects of the RCI is retained by Brandon University. Specific duties and input of the Committee should be listed, such as:
      i. Strategic Plan and direction of the RCI
      ii. Branding of the RCI
      iii. Fulfilling objectives and plans
      iv. Proposals for grants and contracts
      v. Recruitment of Advisory Committee members
      vi. Input into plans and reports:
      vii. Knowledge Mobilization Plan
      viii. Financial Plan
      ix. Annual Report

vi. Personnel/staffing plan for the administrative duties of the RCI, for example, administrative and technical support

vii. Outline the reporting relationships of the RCI and organizational structure of the RCI within BU

d. Physical Space and Resources

i. Detail where the RCI will be located and the amount of space available

ii. Provide a list of available research resources, for example, library holdings, laboratories, equipment, website to be created under the Brandon University domain, IT support, email accounts required, collaboration sites, and OneDrive location

iii. Include an indication of current strengths and weaknesses

iv. Plan for ongoing operations and maintenance of research equipment and facility, if applicable

v. Indicate future requirements, including a proposed strategy for obtaining these resources and long-term information and data storage, using BU resources such as Brandon University's Institutional Repository (IRBU), where applicable

e. Operational Plan and Accompanying Financial Resources

i. The Operational Plan will provide a clear administrative and oversight structure for the RCI

ii. The Plan is to be developed with the goal of self-sufficiency, i.e., no central support from the institution is provided. The Plan should also ensure that no liabilities are created for the institution.

iii. A detailed budget that includes:
   1. Itemized list of expenses and accompanying budget justification detailing the need for the expense and how the cost was arrived at for the first five years that includes the anticipated revenue from all sources (University, government, industry, recovery of indirect costs, royalties, etc.) and proposed annual operational costs
   2. Plan for seeking external funding
   3. An RCI is expected to be self-sufficient and generate revenue for operations and maintenance independent of Brandon University. This must be demonstrated through both actual and anticipated sources of income and accompanied by letters of support from potential users/clients who will make use of fee-for-service agreements.

iv. Risk Management Plan that addresses potential risks to the RCI and risk mitigation

v. Reporting requirements and expectations

vi. Dissolution and closing procedures

vii. Others, as applicable

f. Letters of Support and Commitment

i. Letters should be provided and signed by the appropriate University Officer(s), for example, Dean, Department Chair, etc.

ii. Any cash and in-kind commitments or agreements to provide space, amended teaching appointments, or other resources, including the recovery of indirect costs from contract research, should be documented and signed off on by those authorized to make such commitments. Note that in the absence of such statements, it will be assumed that no such commitments or agreements have been made.

2. Annual Report

The annual reporting requirements shall detail:

a. The activities of the RCI and its personnel
b. Research accomplishments and meeting of objectives
c. Undergraduate, graduate, and post-graduate training activities
d. Knowledge mobilization activities
e. Other research-related activities
f. List of members and personnel
g. List of postdoctoral fellows, visiting professors, and other scholars and details of their involvement
h. Description of partnerships and collaborations
i. Community outreach and impacts
j. Balance sheet for the year in review, including details on all funding received and pending
k. Advisory Committee membership and recommendation
l. Plan for the upcoming year

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3. Renewal of RCI

Prior to the end of the penultimate year of the established term, the Director of the RCI must indicate whether they intend to renew the term for another five years. Notice of the intent to renew will be forwarded to the Dean, Vice-President (Research & Graduate Studies), and Chair of the Senate Research Committee and submission of the report will be within the first six months of the final year.

a. Renewal Report

The Director shall submit to the Chair of the SRC a report that contains the following:

i. Description of how the RCI has achieved or revised its original goals and objectives
ii. Detailed listing of its research training accomplishments
iii. Current membership list
iv. Advisory Committee list
v. Detailed financial statement
vi. Five-year plan that identifies the future research direction of the RCI, development strategies, goals and objectives
vii. Scope of activities expected
viii. Knowledge Mobilization Plan
ix. EDI Plan
x. Operational Plan for the RCI that is in line with the proposed five-year plan
xi. Letter of support indicating continued commitment to the RCI from the appropriate Dean
xii. Names and contact information of three (3) individuals who can provide external assessments of the RCI

b. Full Review

In the event that a full review is required, a Review Committee will be appointed by the Chair of the SRC, in consultation with the SRC, at least six (6) months prior to the end of the term of the RCI. The membership of the Review Committee shall include:

i. a senior researcher with administrative experience and no direct involvement in the RCI (preferably a former Dean or Department Chair) who shall act as Chair of the Committee
ii. the Director, or designate, of another RCI at Brandon University
iii. a researcher who is not affiliated with the RCI but is knowledgeable in the field of its research activity
iv. the Chair of the SRC, or designate, to assess financial matters and institutional concerns
v. other members as deemed appropriate

The mechanism by which the Review Committee elects to conduct the review shall be at the discretion of the Committee in consultation with the Chair of the SRC. Notwithstanding, the primary focus of the review shall be an assessment of:

i. the extent to which the RCI has fulfilled its goals and objectives;
ii. the appropriateness of is future goals and objectives; and
iii. its current and projected financial viability.

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The review process shall involve meetings with the Director and members, and include the solicitation of external assessments, as well as discussion with non-members of the RCI from related departments and fields.

The Review Committee shall provide a written report to the Chair of the SRC within four months of being established. Before submitting this report, the Chair of the Review Committee shall provide a copy of the report to the Director of the RCI under review to ensure that the report contains no factual errors. Following the Director's review, they will be invited to submit a written commentary on the report to the Chair of the SRC.

The SRC will consider the report of the Review Committee, consulting with the Committee and Director of the RCI, as necessary, before making a recommendation to the Senate concerning the future of the RCI. The recommendation may be one of the following:

i. continuation with a five-year term
ii. continuation with subsequent review by the SRC in 1, 2, or 3 years
iii. termination

Any legal agreement that affects status of the RCI must be taken into consideration in the formal recommendation. The recommendation of the Senate will be brought forward to the Board of Governors for approval.

Note on Research Groups

A Research Group is an association of Brandon University scholars who share research interests and engage in collaborative or closely related research activities. The purpose of a Research Group is to promote and facilitate communication and collaboration among its members, and to establish the legitimacy of the Group both internally and externally to Brandon University. If the Brandon University name is formally used in the Group name, approval of the Vice-President (Research & Graduate Studies), on recommendation of the appropriate Dean is required. Research Groups do not fall under the RCI Policy and Procedures.

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SUBJECT TO APPROVAL

025Mar26

MEETING:	Board of Governors
DATE:	March 21, 2026
AGENDA:	Closed ☐ Open ☒
PROPOSED BY:	Governance and Nominating Committee
SUBJECT:	Revisions to Accessibility Policies
FOR:	Approval ☒ Discussion ☐ Notice of Motion ☐

RECOMMENDATION:

BE IT RESOLVED THAT the Board of Governors approve the revisions to the Accessibility Policy, Assistive Devices Policy, Service Animal Policy, and Support Person Policy, as presented.

BACKGROUND/RATIONALE:

These policies are being brought forward for approval to reflect updates arising from a recent compliance audit. Although the Accessibility Policy, Assistive Devices Policy, Service Animal Policy, and Support Person Policy were revised and approved in fall 2024, the University received a notification letter from Manitoba's Accessibility Compliance Secretariat in October 2025 advising that the Secretariat would be conducting a dedicated audit of customer service related accessibility policies across the public sector. Since that time, the Human Resources Department has worked closely with the Secretariat to review and audit the University's policies.

The audit process has now concluded, and the resulting revisions are presented for approval to ensure the policies align with provincial accessibility requirements and current compliance expectations.

The Governance and Nominating Committee met on February 20 and reviewed the proposed revisions to the accessibility policies, subsequently passing a motion to recommend them to the Board for approval.

Tracked-changes and clean copies of each policy are attached for the Committee's review.

BRANDON UNIVERSITY	**Accessibility Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** ~~*25 January 2025*~~*February 2026*
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. It is the responsibility of each member of the Brandon University community, including faculty, staff, and students to play a part in creating an equitable and inclusive environment – in the identification and minimizing of barriers, and in the accommodation processes.

Brandon University is committed to identifying and removing accessibility-related barriers to create an inclusive and accessible environment. *The Accessibility for Manitobans Act (AMA)* mandates that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all. By promoting inclusion and diversity, Brandon University will also achieve higher levels of accessibility.

This policy shall govern Brandon University as it supports and promotes accessibility for all members of the University community, including those with disabilities. The purpose of this policy is to:

1.1. Establish Brandon University's commitment of fostering a diverse, inclusive and accessible learning and working environment.
1.2. Ensure that Brandon University proactively meets its legal obligations based on the grounds protected by Manitoba provincial human rights law, *The Manitoba Human Rights Code*, and *The Accessibility for Manitobans Act* for all members of the University community, including those with disabilities.
1.3. Define the approach Brandon University will use to prevent, identify, and remove accessibility barriers.

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1.4. Provide a clear outline of the obligations and responsibilities Brandon University is committed to fulfilling as well as to provide guidance for the implementation of this policy.
1.5. Ensure that Brandon University makes reasonable efforts when communicating with a person who self-identifies as being disabled by a barrier, and that the communication is done in a manner that takes into account the barrier(s).

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract) volunteers, and visitors to the campus.
- All other persons who provide goods or services on behalf of the University.

3. DEFINITIONS

Accessibility: Accessibility means giving people of all abilities opportunities to participate fully in everyday life. Accessibility refers to the ability to access and benefit from a system, service, product or environment.

Barriers: are obstacles that limit access and prevent people with disabilities from fully participating in society. Most barriers are not intentional. Barriers usually arise because the needs of people with disabilities are not considered from the beginning. Barriers include, but are not limited to: attitudinal barriers, information or communications barriers, technological barriers, systemic barriers, or physical and architectural barriers.

Disability: as defined in the *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

***Manitoba Human Rights Code*:** provincial legislation which prohibits discrimination based on protected characteristics in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, faculty and staff.

Policy: means the *Accessibility* Policy

Undue hardship: Undue hardship is defined as more than minimal hardship and must be based on actual evidence, not assumptions or prejudices. While public sector organizations are obligated to make reasonable accommodations, there are limits outlined by the concept of undue hardship. If an accommodation would cause undue hardship to the organization, it may not be required. Factors such as cost, health and safety, and the size of the organization are considered when assessing undue hardship.

University: means Brandon University

4. POLICY

4.1. In achieving accessibility, the following principles must be considered:

4.1.1. **Access:** Persons should have barrier-free access to places, events and other functions that are generally available in the community;

4.1.2. **Equality:** Persons should have barrier-free access to those things that will give them equality of opportunity and outcome;

4.1.3. **Equity:** Affording persons with different circumstances access to resources and opportunities to provide equal outcome;

4.1.4. **Systemic responsibility:** The responsibility to prevent and remove barriers rests with the person or organization that is responsible for establishing or perpetuating the barrier; and

4.1.5. **Universal design:** Access should be provided in a manner that does not establish or perpetuate differences based on a person's disability.

4.2. **Accessibility Plan**

4.2.1. The role of the Accessibility Plan is twofold:

4.2.1.1. To examine Brandon University's working and learning environments to identify any circumstances where barriers exist; and,

4.2.1.2. To recommend the ways to eliminate or provide accommodations for navigating these barriers for students and/or employees within the limits of undue hardship.

4.2.2. **Framework for the Accessibility Plan:** The Accessibility Plan will examine the accessibility of products, processes, procedures, services, systems, structures and environments in the following areas:

4.2.2.1. academic services for all students;

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4.2.2.2. non-academic student support services for all students;
4.2.2.3. physical facilities used by or for use by students and/or employees, including individuals with disabilities;
4.2.2.4. employment services including recruitment of and service support for employees, including those with disabilities;
4.2.2.5. equipment and adaptive technology for students and employees, including individuals with disabilities;
4.2.2.6. publications, communications and information resources for students and employees; and
4.2.2.7. awareness issues for students and employees on academic and workplace accommodation.

4.2.3. **Content of Accessibility Plan**: The Accessibility Plan will include:
4.2.3.1. a report on the measures the University has taken to identify, prevent and remove barriers that disable people
4.2.3.2. the measures the University intends to take in the period covered by the plan to identify, remove and prevent barriers that disable people;
4.2.3.3. the measures in place to ensure that the University assesses the following to determine their effect on the accessibility for persons disabled by barriers:
4.2.3.3.1. any proposed policies, programs, practices and services of the University,
4.2.3.3.2. any any proposed enactments or by-laws that will be administered by the University; and
4.2.3.3.3. All other information prescribed for the purpose of the accessibility plan.

4.3. **Accessibility Training**
4.3.1. In achieving Brandon University's accessibility goals, accessibility training will be provided to faculty, staff, and students. In accordance with *The Accessibility for Manitobans Act* as set out within each Standard. Such training includes instruction on:
4.3.1.1. how to interact with persons disabled by barriers,
4.3.1.2. how to interact with individuals who use an assistive device or require the assistance of a support person or service animal,
4.3.1.3. how to use any equipment or assistive devices that may be available to assist persons disabled by barriers,
4.3.1.4. what to do if a person disabled by a particular barrier is having difficulty accessing a good or service; and
4.3.1.5. a review of The Accessibility for Manitobans Act, each Standard and The Manitoba Human Rights Code.

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4.4. **Confidentiality**: All information and communication regarding the accommodation of an employee, student, or visitor shall be confidential and in accordance with the Manitoba *Personal Health Information Act (PHIA)*.

4.5. **Environment**: To provide accessibility to the physical environment, Brandon University maintains features so that they are available for their intended use, including but not limited to: operational elevators, automatic doors working properly, and clear entryways.

5. COMMUNICATION

Brandon University recognizes the importance of maintaining communication with all individuals, including those who self-identify as being disabled by a barrier. With that, the University makes reasonable efforts to ensure that when communicating with a person disabled by a barrier, the communication is done in a manner taking into account the barrier.

When holding public events, the University takes reasonable steps to ensure that physical and communication needs of individuals who self-~~idenitfy~~identify as disabled by barriers are met upon request, including, but not limited to having a support person attend with them. Any admission or attendance fees are to be communicated to the individual disabled by the barrier in advance of the event.

5.1. Communication also includes notices of disruption to services, and feedback.

5.1.1. Notices of Disruption:

5.1.1.1. Brandon University provides notices of disruption that include a reason for the disruption, how long features are expected to be unavailable, and alternate means for access, if any.

5.1.1.2. ~~t~~The University ensures that notices pertaining to the disruption of accessibility features be prominently displayed on the applicable premises and corresponding website, if any, or by other means that are reasonable in the circumstances.

5.1.2. Feedback:

5.1.2.1. Brandon University provides a process for receiving and responding to feedback about the accessibility of its goods and services.

5.1.2.2. ~~t~~The University documents actions taken in response to feedback received on accessible customer service and, upon request, make that documentation available in a manner suitable for persons disabled by barriers.

5.2 Documentation of accessibility policies, procedures and practices:

5.2.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

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5.2.2 The University provides notice that its policies and practices are available upon request.
5.2.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.
5.2.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

~~5.~~6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor
- **Primary Contacts:**

  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility Office for students.

- **Approval Authority:** Board of Governors

~~6.~~7. RELEVANT LEGISLATION

- Accessible Canada Act
- Accessible Customer Service Standard Regulation
- Accessible Design of Outdoor Public Spaces Standard
- Accessible Employment Standard Regulation
- Accessible Information and Communication Standard Regulation
- Accessible Transportation Standard Regulation
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

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~~7.~~8. RELATED POLICY DOCUMENTS

- ~~Academic Accommodation for Students with Disabilities Policy~~
- Accessibility Plan
- Assistive Devices Policy
- Service Animal Policy
- Support Person Policy
- Workplace Accommodation Policy
- Academic Accommodation for Students with Disabilities Policy
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This document is available in PDF format on the Brandon University website. This document can be obtained in alternative formats from the Office of the President, Room 116 Clark Hall.

BRANDON UNIVERSITY	**Accessibility Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** *February 2026*
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. It is the responsibility of each member of the Brandon University community, including faculty, staff, and students to play a part in creating an equitable and inclusive environment – in the identification and minimizing of barriers, and in the accommodation processes.

Brandon University is committed to identifying and removing accessibility-related barriers to create an inclusive and accessible environment. *The Accessibility for Manitobans Act (AMA)* mandates that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all. By promoting inclusion and diversity, Brandon University will also achieve higher levels of accessibility.

This policy shall govern Brandon University as it supports and promotes accessibility for all members of the University community, including those with disabilities. The purpose of this policy is to:

1.1. Establish Brandon University's commitment of fostering a diverse, inclusive and accessible learning and working environment.
1.2. Ensure that Brandon University proactively meets its legal obligations based on the grounds protected by Manitoba provincial human rights law, *The Manitoba Human Rights Code*, and *The Accessibility for Manitobans Act* for all members of the University community, including those with disabilities.
1.3. Define the approach Brandon University will use to prevent, identify, and remove accessibility barriers.

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1.4. Provide a clear outline of the obligations and responsibilities Brandon University is committed to fulfilling as well as to provide guidance for the implementation of this policy.
1.5. Ensure that Brandon University makes reasonable efforts when communicating with a person who self-identifies as being disabled by a barrier, and that the communication is done in a manner that takes into account the barrier(s).

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract) volunteers, and visitors to the campus.
- All other persons who provide goods or services on behalf of the University.

3. DEFINITIONS

Accessibility: Accessibility means giving people of all abilities opportunities to participate fully in everyday life. Accessibility refers to the ability to access and benefit from a system, service, product or environment.

Barriers: are obstacles that limit access and prevent people with disabilities from fully participating in society. Most barriers are not intentional. Barriers usually arise because the needs of people with disabilities are not considered from the beginning. Barriers include, but are not limited to: attitudinal barriers, information or communications barriers, technological barriers, systemic barriers, or physical and architectural barriers.

Disability: as defined in the *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

***Manitoba Human Rights Code*:** provincial legislation which prohibits discrimination based on protected characteristics in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, faculty and staff.

Policy: means the *Accessibility* Policy

Undue hardship: Undue hardship is defined as more than minimal hardship and must be based on actual evidence, not assumptions or prejudices. While public sector organizations are obligated to make reasonable accommodations, there are limits outlined by the concept of undue hardship. If an accommodation would cause undue hardship to the organization, it may not be required. Factors such as cost, health and safety, and the size of the organization are considered when assessing undue hardship.

University: means Brandon University

4. POLICY

4.1. In achieving accessibility, the following principles must be considered:

4.1.1. **Access:** Persons should have barrier-free access to places, events and other functions that are generally available in the community;

4.1.2. **Equality:** Persons should have barrier-free access to those things that will give them equality of opportunity and outcome;

4.1.3. **Equity:** Affording persons with different circumstances access to resources and opportunities to provide equal outcome;

4.1.4. **Systemic responsibility:** The responsibility to prevent and remove barriers rests with the person or organization that is responsible for establishing or perpetuating the barrier; and

4.1.5. **Universal design:** Access should be provided in a manner that does not establish or perpetuate differences based on a person's disability.

4.2. **Accessibility Plan**

4.2.1. The role of the Accessibility Plan is twofold:

4.2.1.1. To examine Brandon University's working and learning environments to identify any circumstances where barriers exist; and,

4.2.1.2. To recommend the ways to eliminate or provide accommodations for navigating these barriers for students and/or employees within the limits of undue hardship.

4.2.2. **Framework for the Accessibility Plan:** The Accessibility Plan will examine the accessibility of products, processes, procedures, services, systems, structures and environments in the following areas:

4.2.2.1. academic services for all students;

4.2.2.2. non-academic student support services for all students;
4.2.2.3. physical facilities used by or for use by students and/or employees, including individuals with disabilities;
4.2.2.4. employment services including recruitment of and service support for employees, including those with disabilities;
4.2.2.5. equipment and adaptive technology for students and employees, including individuals with disabilities;
4.2.2.6. publications, communications and information resources for students and employees; and
4.2.2.7. awareness issues for students and employees on academic and workplace accommodation.

4.2.3. **Content of Accessibility Plan**: The Accessibility Plan will include:
4.2.3.1. a report on the measures the University has taken to identify, prevent and remove barriers that disable people
4.2.3.2. the measures the University intends to take in the period covered by the plan to identify, remove and prevent barriers that disable people;
4.2.3.3. the measures in place to ensure that the University assesses the following to determine their effect on the accessibility for persons disabled by barriers:
4.2.3.3.1. any proposed policies, programs, practices and services of the University,
4.2.3.3.2. any any proposed enactments or by-laws that will be administered by the University; and
4.2.3.3.3. All other information prescribed for the purpose of the accessibility plan.

4.3. **Accessibility Training**
4.3.1. In achieving Brandon University's accessibility goals, accessibility training will be provided to faculty, staff, and students. In accordance with *The Accessibility for Manitobans Act* as set out within each Standard. Such training includes instruction on:
4.3.1.1. how to interact with persons disabled by barriers,
4.3.1.2. how to interact with individuals who use an assistive device or require the assistance of a support person or service animal,
4.3.1.3. how to use any equipment or assistive devices that may be available to assist persons disabled by barriers,
4.3.1.4. what to do if a person disabled by a particular barrier is having difficulty accessing a good or service; and
4.3.1.5. a review of The Accessibility for Manitobans Act, each Standard and The Manitoba Human Rights Code.

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4.4. **Confidentiality**: All information and communication regarding the accommodation of an employee, student, or visitor shall be confidential and in accordance with the Manitoba *Personal Health Information Act (PHIA)*.

4.5. **Environment**: To provide accessibility to the physical environment, Brandon University maintains features so that they are available for their intended use, including but not limited to: operational elevators, automatic doors working properly, and clear entryways.

5. COMMUNICATION

Brandon University recognizes the importance of maintaining communication with all individuals, including those who self-identify as being disabled by a barrier. With that, the University makes reasonable efforts to ensure that when communicating with a person disabled by a barrier, the communication is done in a manner taking into account the barrier.

When holding public events, the University takes reasonable steps to ensure that physical and communication needs of individuals who self-identify as disabled by barriers are met upon request, including, but not limited to having a support person attend with them. Any admission or attendance fees are to be communicated to the individual disabled by the barrier in advance of the event.

5.1. Communication also includes notices of disruption to services, and feedback.

5.1.1. Notices of Disruption:

5.1.1.1. Brandon University provides notices of disruption that include a reason for the disruption, how long features are expected to be unavailable, and alternate means for access, if any.

5.1.1.2. The University ensures that notices pertaining to the disruption of accessibility features be prominently displayed on the applicable premises and corresponding website, if any, or by other means that are reasonable in the circumstances.

5.1.2. Feedback:

5.1.2.1. Brandon University provides a process for receiving and responding to feedback about the accessibility of its goods and services.

5.1.2.2. The University documents actions taken in response to feedback received on accessible customer service and, upon request, make that documentation available in a manner suitable for persons disabled by barriers.

5.2 Documentation of accessibility policies, procedures and practices:

5.2.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

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5.2.2 The University provides notice that its policies and practices are available upon request.

5.2.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.

5.2.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

- **Primary Contacts:**

  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility Office for students.

- **Approval Authority:** Board of Governors

7. RELEVANT LEGISLATION

- Accessible Canada Act
- Accessible Customer Service Standard Regulation
- Accessible Design of Outdoor Public Spaces Standard
- Accessible Employment Standard Regulation
- Accessible Information and Communication Standard Regulation
- Accessible Transportation Standard Regulation
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

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8. RELATED POLICY DOCUMENTS

- Accessibility Plan
- Assistive Devices Policy
- Service Animal Policy
- Support Person Policy
- Workplace Accommodation Policy
- Academic Accommodation for Students with Disabilities Policy

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BRANDON UNIVERSITY	**Assistive Devices Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** ~~*25 January 2025*~~*February 2026*
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*. When accommodation requires the implementation of assistive devices, Brandon University will also achieve higher levels of accessibility.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract), volunteers, and visitors to the campus.
- All other persons who provide goods, services, or facilities on behalf of the University.

3. DEFINITIONS

Assistive device: equipment or methods which assist a person with a disability to do everyday tasks. Devices can include but are not limited to hearing aids, teletypewriters, scooters, walkers, magnifiers, communication boards, and speech-generating devices.

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or

visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

***Manitoba Human Rights Code*:** provincial legislation which prohibits discrimination in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

Policy: means the *Assistive Devices* Policy

***The Accessibility for Manitobans Act*:** under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

This policy shall govern Brandon University as it supports and promotes accessibility for all members of the University community, including those with disabilities who require assistive devices. Brandon University welcomes persons with disabilities to use their own personal assistive devices as they are reasonably required to access the university.

This policy identifies assistive devices which help a person with a disability to do everyday tasks and activities. Accommodations requiring assistive devices may include, but are not limited to:

- Communication services: including captioning, converting print to braille, audiotapes or enlarged print;
- Human support services: including personnel to assist with the accommodation such as sign language or oral interpreters, readers, or attendants;
- Technical aids and devices: including remote control door openers, braille computer printers, optical character recognition systems, keyboard adaptations and the training associated with the use of these devices;
- Workplace modifications: including physical or technological modifications to a workspace such as adjustable furniture, handrails, and retrofitted spaces; and
- Ergonomic modifications: including equipment or task modifications to allow the employee to do the essential duties of their job.

5. COMMUNICATION

Brandon University recognizes that it is important to maintain communication with everyone, including those who self-identify as being disabled by a barrier. With that, Brandon University makes reasonable efforts to ensure that when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier(s).

When holding public events, Brandon University will take reasonable steps to ensure that physical and communication needs of persons disabled by barriers are met upon request.

5.1 Policy Communication:

To communicate policies, practices and procedures to faculty, staff, students, support persons and the public:

5.1.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

5.1.2 The University provides notice that its policies and practices are available upon request.

5.1.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.

5.1.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

~~5.~~6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor
- **Primary Contacts:**
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.
  The Dean of Students and the Student Accessibility office for students.
- **Approval Authority:** Board of Governors

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~~6.~~7. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

~~7.~~8. RELATED POLICY DOCUMENTS

- Accessibility Policy
- Support Person Policy
- Service Animal Policy
- Academic Accommodation for Students with Disabilities Procedure
- Accommodation Request form (employees only)
- Workplace Accommodation Assistive Devices Procedure

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BRANDON UNIVERSITY	**Assistive Devices Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** FEBRUARY 2026
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*. When accommodation requires the implementation of assistive devices, Brandon University will also achieve higher levels of accessibility.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract), volunteers, and visitors to the campus.
- All other persons who provide goods, services, or facilities on behalf of the University.

3. DEFINITIONS

Assistive device: equipment or methods which assist a person with a disability to do everyday tasks. Devices can include but are not limited to hearing aids, teletypewriters, scooters, walkers, magnifiers, communication boards, and speech-generating devices.

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or

visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

***Manitoba Human Rights Code*:** provincial legislation which prohibits discrimination in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

Policy: means the *Assistive Devices* Policy

***The Accessibility for Manitobans Act*:** under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

This policy shall govern Brandon University as it supports and promotes accessibility for all members of the University community, including those with disabilities who require assistive devices. Brandon University welcomes persons with disabilities to use their own personal assistive devices as they are reasonably required to access the university.

This policy identifies assistive devices which help a person with a disability to do everyday tasks and activities. Accommodations requiring assistive devices may include, but are not limited to:

- Communication services: including captioning, converting print to braille, audiotapes or enlarged print;
- Human support services: including personnel to assist with the accommodation such as sign language or oral interpreters, readers, or attendants;
- Technical aids and devices: including remote control door openers, braille computer printers, optical character recognition systems, keyboard adaptations and the training associated with the use of these devices;
- Workplace modifications: including physical or technological modifications to a workspace such as adjustable furniture, handrails, and retrofitted spaces; and
- Ergonomic modifications: including equipment or task modifications to allow the employee to do the essential duties of their job.

5. COMMUNICATION

Brandon University recognizes that it is important to maintain communication with everyone, including those who self-identify as being disabled by a barrier. With that, Brandon University makes reasonable efforts to ensure that when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier(s).

When holding public events, Brandon University will take reasonable steps to ensure that physical and communication needs of persons disabled by barriers are met upon request.

5.1 Policy Communication:

To communicate policies, practices and procedures to faculty, staff, students, support persons and the public:

5.1.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

5.1.2 The University provides notice that its policies and practices are available upon request.

5.1.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.

5.1.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

- **Primary Contacts:**
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.
  The Dean of Students and the Student Accessibility office for students.

- **Approval Authority:** Board of Governors

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7. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

8. RELATED POLICY DOCUMENTS

- Accessibility Policy
- Support Person Policy
- Service Animal Policy
- Academic Accommodation for Students with Disabilities Procedure
- Accommodation Request form (employees only)
- Workplace Accommodation Assistive Devices Procedure

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BRANDON UNIVERSITY	**Service Animal Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** ~~*25 January 2025*~~*February 2026*
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*. Brandon University welcomes the presence of a service animal on our campuses.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract) volunteers, and visitors to the campus.
- All other persons who provide goods, services or facilities on behalf of the university.

3. DEFINITIONS

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

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***Manitoba Human Rights Code*:** provincial legislation which prohibits unreasonable discrimination in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

Partner: refers to the person with the disability requiring the service animal

Policy: means the *Service Animal* Policy

Service Animal: The *Manitoba Human Rights Code* defines a service animal to be an animal that has been trained to provide assistance to a person with a disability that is related to that person's disability. Animals that provide comfort and companionship and that are not trained to assist with a person's disability are **not** service animals.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

Brandon University welcomes the presence of service animals for persons with disabilities as they are reasonably required to access the university.

Service animals perform various tasks and provide services for people with disabilities. For example, a service animal may do any of the following:

- Guide a person who is blind
- Alert a person who is deaf
- Pull a wheelchair
- Alert or protect a person who is having a seizure
- Remind a person with a mental illness to take their medication

Service animals are typically easy to identify (usually by a special harness or vest) and are under the care and control of their owner or partner (harnessed, leashed, or tethered) when working, unless doing so interferes with the work or task they are to perform.

There is no standard identification or certification of service animals in Manitoba. Therefore, any animal that is defined as being trained, including, self-trained, to provide assistance to someone with a disability, may be a service animal for the purpose of *The Manitoba Human Rights Code.* A service animal must always be in the care and control of their owner. If they are unable to control the animal's behaviour, they may be refused access.

5. COMMUNICATION

Brandon University recognizes that it is important to maintain communication with everyone, including those who self-identify as being disabled by a barrier. With that, Brandon University makes reasonable efforts to ensure that when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier(s).

When holding public events, Brandon University will take reasonable steps to ensure that physical and communication needs of persons disabled by barriers are met upon request. Service animals are permitted to attend public events.

5.1 Policy Communication:

To communicate policies, practices and procedures to faculty, staff, students, support persons and the public:

5.1.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

5.1.2 The University provides notice that its policies and practices are available upon request.

5.1.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.

5.1.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

~~5.~~6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

  Primary Contacts:
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility office for students.

- **Approval Authority:** Board of Governors

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~~6.~~7. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

~~7.~~8. RELATED DOCUMENTS

- Accessibility Policy
- Support Person Policy
- Assistive Devices Policy
- Appendix A – Procedures
- Manitoba Human Rights Commission Guidelines - Discrimination against persons with disabilities who use service animals

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APPENDIX A – PROCEDURES

These procedures outline the responsibility and administration in welcoming service animals to the Brandon University campus.

1. The least intrusive approach must be used when determining the need for verification/ documentation.
   1.1. If the person's disability is known and the need for the service animal is also apparent, additional information about the disability or the need for accommodation (i.e., a blind person with a dog) does not need to be requested.
   1.2. If the disability is known, but the accommodation need is not apparent, the request requires only information necessary to evaluate the disability-related need for the accommodation (i.e., a person has mobility impairment and requests an assistance dog).
   1.3. When requested, documentation for students or employees with a disability who use a service animal may include the following:
      - Name and credentials of professional, where appropriate;
      - Description of the current functional limitations; and
      - Specific tasks the service animal will perform to meet the accommodation needs of the individual or assist with the functional limitations.

2. **Visitors:** An individual with a disability, who uses a service animal and is a visitor at Brandon University, is welcome to request any specific accommodation related to their needs or the needs of the service animal. If additional information is needed, including information on individual accommodation, a visitor may contact the Human Resources Office or Student Accessibility Office. No registration with the university is required.

3. **Employees:** An employee with a disability who uses a service animal is to register with the Human Resources Office. If necessary, the person may need to establish that the animal meets the service animal definition by providing the appropriate information within a reasonable amount of time.

4. **Students:** A student with a disability who uses a service animal is requested to register with the Student Accessibility Office. If necessary, the person may need to establish that the animal meets the service animal definition by providing the appropriate information within a reasonable amount of time.

5. A service animal may be **excluded** only when any of the following conditions exist:
   5.1. The service animal is disruptive and not in the care and control of its owner.
   5.2. The presence of the service animal would fundamentally change the nature of the job, program, service or activity.

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5.3. The service animal's presence, behavior or actions pose an unreasonable or direct threat to property or the health or safety of others. Risk may not be remote or speculative, such as thinking an animal may bite someone or will annoy others. Allergies or fear of animals are generally not sufficient conditions to exclude a service animal.

6. There may be rare cases where a person's allergy or fear may be so severe that the presence of a service animal prevents participation. In such situations, the affected person may also request accommodation with the appropriate office.

7. Every effort will be made to provide reasonable accommodation to both parties.

8. **Requirements of Service Animals and their partners:**
   8.1. Local ordinances regarding animals apply to service animals, including requirements for immunization, licensing, noise, at-large animals and dangerous animals. The service animal must wear a license tag and have a current rabies vaccination tag.
   8.2. The partner must always be in full control of the animal, including use of a leash/harness, as appropriate for the disability.
   8.3. The care and supervision of a service animal is solely the responsibility of its partner.
   8.4. The partner is responsible for cleaning up the animal's waste. The partner should always carry equipment and bags sufficient to clean and properly dispose of the animal's waste. Partners who are not physically able to pick up and dispose of waste are responsible for making all necessary arrangements for assistance.
   8.5. The partner is responsible for damage caused by the animal; however, the University can only charge for damages if a person without an animal would be charged for the same type of damage.

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BRANDON UNIVERSITY	**Service Animal Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** *FEBRUARY 2026*
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*. Brandon University welcomes the presence of a service animal on our campuses.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract) volunteers, and visitors to the campus.
- All other persons who provide goods, services or facilities on behalf of the university.

3. DEFINITIONS

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

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***Manitoba Human Rights Code*:** provincial legislation which prohibits unreasonable discrimination in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

Partner: refers to the person with the disability requiring the service animal

Policy: means the *Service Animal* Policy

Service Animal: The *Manitoba Human Rights Code* defines a service animal to be an animal that has been trained to provide assistance to a person with a disability that is related to that person's disability. Animals that provide comfort and companionship and that are not trained to assist with a person's disability are **not** service animals.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

Brandon University welcomes the presence of service animals for persons with disabilities as they are reasonably required to access the university.

Service animals perform various tasks and provide services for people with disabilities. For example, a service animal may do any of the following:

- Guide a person who is blind
- Alert a person who is deaf
- Pull a wheelchair
- Alert or protect a person who is having a seizure
- Remind a person with a mental illness to take their medication

Service animals are typically easy to identify (usually by a special harness or vest) and are under the care and control of their owner or partner (harnessed, leashed, or tethered) when working, unless doing so interferes with the work or task they are to perform.

There is no standard identification or certification of service animals in Manitoba. Therefore, any animal that is defined as being trained, including, self-trained, to provide assistance to someone with a disability, may be a service animal for the purpose of *The Manitoba Human Rights Code.* A service animal must always be in the care and control of their owner. If they are unable to control the animal's behaviour, they may be refused access.

5. COMMUNICATION

Brandon University recognizes that it is important to maintain communication with everyone, including those who self-identify as being disabled by a barrier. With that, Brandon University makes reasonable efforts to ensure that when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier(s).

When holding public events, Brandon University will take reasonable steps to ensure that physical and communication needs of persons disabled by barriers are met upon request. Service animals are permitted to attend public events.

5.1 Policy Communication:

To communicate policies, practices and procedures to faculty, staff, students, support persons and the public:

5.1.1 Brandon University documents its accessible policies and practices and ensures that this documentation is available upon request.

5.1.2 The University provides notice that its policies and practices are available upon request.

5.1.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.

5.1.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

6. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

  Primary Contacts:
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility office for students.

- **Approval Authority:** Board of Governors

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7. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

8. RELATED DOCUMENTS

- Accessibility Policy
- Support Person Policy
- Assistive Devices Policy
- Appendix A – Procedures
- Manitoba Human Rights Commission Guidelines - Discrimination against persons with disabilities who use service animals

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APPENDIX A – PROCEDURES

These procedures outline the responsibility and administration in welcoming service animals to the Brandon University campus.

1. The least intrusive approach must be used when determining the need for verification/ documentation.
   1.1. If the person's disability is known and the need for the service animal is also apparent, additional information about the disability or the need for accommodation (i.e., a blind person with a dog) does not need to be requested.
   1.2. If the disability is known, but the accommodation need is not apparent, the request requires only information necessary to evaluate the disability-related need for the accommodation (i.e., a person has mobility impairment and requests an assistance dog).
   1.3. When requested, documentation for students or employees with a disability who use a service animal may include the following:
      - Name and credentials of professional, where appropriate;
      - Description of the current functional limitations; and
      - Specific tasks the service animal will perform to meet the accommodation needs of the individual or assist with the functional limitations.

2. **Visitors:** An individual with a disability, who uses a service animal and is a visitor at Brandon University, is welcome to request any specific accommodation related to their needs or the needs of the service animal. If additional information is needed, including information on individual accommodation, a visitor may contact the Human Resources Office or Student Accessibility Office. No registration with the university is required.

3. **Employees:** An employee with a disability who uses a service animal is to register with the Human Resources Office. If necessary, the person may need to establish that the animal meets the service animal definition by providing the appropriate information within a reasonable amount of time.

4. **Students:** A student with a disability who uses a service animal is requested to register with the Student Accessibility Office. If necessary, the person may need to establish that the animal meets the service animal definition by providing the appropriate information within a reasonable amount of time.

5. A service animal may be **excluded** only when any of the following conditions exist:
   5.1. The service animal is disruptive and not in the care and control of its owner.
   5.2. The presence of the service animal would fundamentally change the nature of the job, program, service or activity.

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5.3. The service animal's presence, behavior or actions pose an unreasonable or direct threat to property or the health or safety of others. Risk may not be remote or speculative, such as thinking an animal may bite someone or will annoy others. Allergies or fear of animals are generally not sufficient conditions to exclude a service animal.

6. There may be rare cases where a person's allergy or fear may be so severe that the presence of a service animal prevents participation. In such situations, the affected person may also request accommodation with the appropriate office.

7. Every effort will be made to provide reasonable accommodation to both parties.

8. **Requirements of Service Animals and their partners:**
   8.1. Local ordinances regarding animals apply to service animals, including requirements for immunization, licensing, noise, at-large animals and dangerous animals. The service animal must wear a license tag and have a current rabies vaccination tag.
   8.2. The partner must always be in full control of the animal, including use of a leash/harness, as appropriate for the disability.
   8.3. The care and supervision of a service animal is solely the responsibility of its partner.
   8.4. The partner is responsible for cleaning up the animal's waste. The partner should always carry equipment and bags sufficient to clean and properly dispose of the animal's waste. Partners who are not physically able to pick up and dispose of waste are responsible for making all necessary arrangements for assistance.
   8.5. The partner is responsible for damage caused by the animal; however, the University can only charge for damages if a person without an animal would be charged for the same type of damage.

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BRANDON UNIVERSITY	**Support Person Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** ~~25 January 2025~~February 2026
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract), volunteers, and visitors to the campus.
- All other persons who provide goods, services or facilities on behalf of the University.

3. DEFINITIONS

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

***Manitoba Human Rights Code*:** provincial legislation which prohibits discrimination in areas such as employment, housing, accommodation, the provision of services or contracts, and signs and notices.

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Policy: means the *Support Person* Policy

Support Person: a support person is someone either hired or chosen to help a person with a disability. The support person can be a personal support worker, volunteer, family member, or friend of the employee with a disability.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

This policy shall govern Brandon University as it supports and promotes accessibility for all members of the University community, including those with disabilities who are accompanied by a support person. Brandon University welcomes a support person either hired or chosen to help a person with a disability as they are reasonably required to access the university.

The University welcomes persons disabled by barriers to enter the premises with their support person and to have access to their support person at all times while on site.

Advance notice will be provided to the person disabled by barriers if their support person must pay admission or services fees in order to attend an event on campus.

5. COMMUNICATION

Brandon University recognizes that it is important to maintain communication with everyone, including those who self-identify as being disabled by a barrier. With that, Brandon University makes reasonable efforts to ensure that when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier(s).

When holding public events, Brandon University will take reasonable steps to ensure that physical and communication needs of persons disabled by barriers are met upon request.

5.1 Policy Communication:

To communicate policies, practices and procedures to faculty, staff, students, support persons and the public:

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5.1.3 The University prominently displays this notice on the premises and on the University's website or be given by other means that are reasonable in the circumstances.
5.1.4 When documentation is requested by a person disabled by a barrier, the information/documentation will be provided in a manner taking into account the barrier, within a reasonable time frame and at no cost to the individual.

5. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

  Primary Contacts:
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility Office for students.

- **Approval Authority:** Board of Governors

6. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Manitoba Human Rights Code
- Manitoba Human Rights Commission
- Personal Health Information Act (PHIA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- The Accessibility for Manitobans Act

7. RELATED POLICY DOCUMENTS

- Accessibility Policy
- Service Animal Policy
- Assistive Devices Policy
- Academic Accommodation for Students with Disabilities Procedure
- Accommodation Request Form - Support Person (employees only)
- Workplace Accommodation Support Person Procedure

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BRANDON UNIVERSITY	**Support Person Policy**		
Board of Governors Policy	Policy Sponsor:	President and Vice Chancellor	**First Approved:** *26 November 2016*
	Primary Contact:	Associate Vice-President (People and Talent) and Dean of Students	**Last Updated:** FEBRUARY 2026
	Approved by	Board of Governors	**Review Scheduled:** *2029-2030*

1. PURPOSE

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. The University acknowledges its responsibility to remove barriers in accordance with *The Accessibility for Manitobans Act*.

2. SCOPE

This policy applies to:

- All students (full-time, part-time), all employees (full-time, part-time, casual, contract), volunteers, and visitors to the campus.
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3. DEFINITIONS

Disability: as defined in *Accessible Canada Act,* disability means any impairment, including physical, mental, intellectual, cognitive, learning, communication or sensory impairment that hinders a person's full or equal participation. Disabilities may include, but are not limited to, blindness or visual impairment, deafness or hearing impairment, intellectual or developmental disabilities, mental health issues and chronic illness.

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Policy: means the *Support Person* Policy

Support Person: a support person is someone either hired or chosen to help a person with a disability. The support person can be a personal support worker, volunteer, family member, or friend of the employee with a disability.

***The Accessibility for Manitobans Act*:** Under this legislation, the Government of Manitoba has mandated that public sector organizations, such as universities, help remove barriers by providing a more encouraging and welcoming environment for all students, employees, and visitors.

University: means Brandon University

4. POLICY

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5. POLICY AUTHORITY

- **Policy Sponsor**: President and Vice Chancellor

  Primary Contacts:
  The Associate Vice-President (People and Talent) and the Human Resources office for employees and visitors.

  The Dean of Students and the Student Accessibility Office for students.

- **Approval Authority:** Board of Governors

6. RELEVANT LEGISLATION

- Accessible Canada Act
- Freedom of Information and Protection of Privacy Act (FIPPA)
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SUBJECT TO APPROVAL

026Mar26

MEETING:	Board of Governors
DATE:	March 21, 2026
AGENDA:	Closed ☐ Open ☒
PROPOSED BY:	Senate
SUBJECT:	Senate Award Policies
FOR:	Approval ☒ Discussion ☐ Notice of Motion ☐

RECOMMENDATION:

BE IT RESOLVED THAT the Board of Governors approve the Senate Awards for Excellence in Teaching for Contract Academic Staff and the Senate Awards for Excellence in Service Policy, as presented, and as recommended by Senate.

BACKGROUND/RATIONALE:

At the February 24, 2026 Senate meeting, Senate passed a motion recommending to the Board of Governors the creation of the Senate Awards for Excellence in Teaching for Contract Academic Staff Policy and the Senate Awards for Excellence in Service Policy. While these are Senate policies and academic in nature, Board approval is required due to the monetary award amounts.

Please note that although the draft policies indicate an initial approval date of September 2025, they were withdrawn at the September 16, 2025 Senate meeting following requests for edits.

The policies have since been revised and were presented again to Senate as new policies with revisions, and subsequently approved.

Supporting documentation is attached, including Senate's motion sheet, tracked changes, and clean copies of the policies.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 152b.FEB26 **AGENDA ITEM NO. 5.4.5.1**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	February-24-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Senate Awards for Excellence Review Committee			
SUBJECT:	Policy Revision and Recommendation			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate recommend to the Board of Governors, the creation of the following policies, as submitted by the Senate Awards for Excellence Review Committee:

- Senate Awards for Excellence in Teaching for Contract Academic Staff Policy; and
- Senate Awards for Excellence in Service Policy.

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance

DECISION: **CARRIED** **PER: Gatien/Ahmad**
DATE: **February 24, 2026**

BRANDON UNIVERSITY

SENATE AWARDS FOR EXCELLENCE IN TEACHING FOR CONTRACT ACADEMIC STAFF

Policy Sponsor:	Provost and Vice-President (Academic)	**First Approved:**	*16 SEPTEMBER 2025*
Primary Contact:	University Registrar	**Last Updated:**	
Approved by:	Senate	**Review Scheduled:**	

A. Purpose

The Senate Award for Excellence in Teaching for Contract Academic Staff was established to emphasize the importance of teaching at Brandon University and to recognize and honour those Contract Academic Staff who excel in this endeavour.

B. The Award

A maximum of two awards will be presented annually at Spring Convocation. The recipient(s) will be presented with a framed certificate signed by the President of the University, as Chair of Senate. A master plaque containing the names and department or Faculty/School affiliation of all recipients will be displayed on campus. The recipient(s) will also be awarded $3,000.

C. Eligibility

Nominees for the award must:

- hold Right of First Refusal (RFR) in the course; and
- have completed a minimum of 3 credit hours in the preceding academic year (i.e., an individual nominated in November 2025 must have completed at least 3 credit hours between September 2024 and August 2025).

In all cases when considering an applicant for this award, factors pertaining to Equity, Diversity, Inclusion, Decolonization, Indigenization, and Reconciliation will be considered, as appropriate to the teaching context. Evaluation will focus on the quality, significance, and context of teaching contributions and their demonstrated impact on student learning, recognizing that excellence may be expressed through a range of pedagogical approaches, practices, and outcomes.

Individuals may hold this award once.

D. Criteria

Commented [BM1]: Come back to this after creating the eligibility.

Commented [BM2R1]: What is the ratio between CAS and professors?

Commented [AM3]: Greg to flag to Senate when presenting the proposal that this was a point of significant discussion.

Commented [AM4R3]: Consider including a written rationale that helps to inform the Senate and subsequent Board discussions

Commented [BM5]: How will this be operationalized. Those with RFR might not be on contract.
Can we really monitor what they spend the money on?

Make sure to streamline this with the other teaching award where we revised sections.

Commented [BM6]: Tiers?
Minimum credit hours taught?

Commented [GG7R6]: No tiers, I think.

Commented [GG8R6]: I would suggest that we start with an eligibility of something like: holds RFR in the course or with the Department for which/ by which they are being nominated?

Commented [AM9]: Double-check CA to ensure that RFR is always course-specific

Nominations are to be submitted by current or former students or current faculty members (Professorial, Professional and Contract Academic Staff), except for members on the CTLT Advisory Committee who are not eligible to submit nominations. The nominators shall provide the Senate Office with a dossier that demonstrates how the nominee meets the criteria. It shall include, in no particular order, the following:

- a curriculum vitae addressing the criteria specified for the award, including a list of courses taught at BU;
- a summary statement, not to exceed two pages, describing how the nominee satisfies the selection criteria;
- evidence that the nominee has consented to the nomination; ~~and~~
- at least two, but no more than three, one or two-page letters from colleagues (at both Brandon University and other institutions/organizations) clearly stating in what capacity they have worked with the nominee; and/or current or former students supporting the nomination; and
- evidence that the nominee has consented to the nomination.

Optional: any other evidence from the last three years not reflected in the nomination package that demonstrates merit, such as student, Dean/Director and peer evaluations or other qualitative and quantitative evidence as deemed appropriate by the nominator.

Since excellence in teaching should not be narrowly defined, the Recommendation Committee will look for evidence of excellence and/or outstanding performance in each of the following areas, in no particular order of priority:

- ability to engage and motivate students
- communication skills
- accessibility to students
- reflective and responsive pedagogy
- educational leadership and mentorship
- comprehensive knowledge of the material taught
- organization of course content and materials
- educational standards

E. Call for Nominations

- The Senate Office shall notify the University community that nominations are being sought by November 1st.
- Nominees must give their consent to being nominated.
- Nominations must be submitted electronically to the applicable Dean by January 15th.
- The Senate Office will review for initial eligibility and distribute eligible nomination dossiers to the respective Deans/Directors by January 22nd.

F. Advisory Committee

Each Dean shall appoint and Chair an Advisory Committee consisting of at least two faculty members representing at least two departments. The two members should be activ~~at~~ely engaged in teaching.

Commented [AM10]: See other teaching award draft for comment re. this statement

Note: Members of the Advisory Committee may not serve on the Recommendation Committee.

The Advisory Committee will be responsible for selecting the faculty/school nominee. If there is a nominee, the Advisory Committee shall forward the completed dossier to the CTLT Advisory Committee by way of the Office of the Provost and Vice-President (Academic), with copy to the Senate Office, by **February 1st**.

G. Centre for Teaching, Learning, and Technology (CTLT)

The CTLT Advisory Committee shall serve as the Recommendation Committee.

The Committee shall review the nominations forwarded by the Advisory Committees and, by applying the criteria to the information submitted for each nominee, may recommend one candidate. ~~With the consent of the nominee, the Committee may choose to carry forward a nominee to the next competition.~~ The recommendation to Senate is to be forwarded to the Senate Office by **March 1st.**

H. Senate

The Senate will review recommendations and make final selection decisions at its March meeting.

I. Recipient Notification

The Senate Office will notify successful recipient(s) and provide information regarding processes for award receipt.

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BRANDON UNIVERSITY

SENATE AWARDS FOR EXCELLENCE IN TEACHING FOR CONTRACT ACADEMIC STAFF

Policy Sponsor:	Provost and Vice-President (Academic)	**First Approved:**	*16 SEPTEMBER 2025*
Primary Contact:	University Registrar	**Last Updated:**	
Approved by:	Senate	**Review Scheduled:**	

A. Purpose

The Senate Award for Excellence in Teaching for Contract Academic Staff was established to emphasize the importance of teaching at Brandon University and to recognize and honour those Contract Academic Staff who excel in this endeavour.

B. The Award

A maximum of two awards will be presented annually at Spring Convocation. The recipient(s) will be presented with a framed certificate signed by the President of the University, as Chair of Senate. A master plaque containing the names and department or Faculty/School affiliation of all recipients will be displayed on campus. The recipient(s) will also be awarded $3,000.

C. Eligibility

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- have completed a minimum of 3 credit hours in the preceding academic year (i.e., an individual nominated in November 2025 must have completed at least 3 credit hours between September 2024 and August 2025).

In all cases when considering an applicant for this award, factors pertaining to Equity, Diversity, Inclusion, Decolonization, Indigenization, and Reconciliation will be considered, as appropriate to the teaching context. Evaluation will focus on the quality, significance, and context of teaching contributions and their demonstrated impact on student learning, recognizing that excellence may be expressed through a range of pedagogical approaches, practices, and outcomes.

Individuals may hold this award once.

D. Criteria

Nominations are to be submitted by current or former students or current faculty members (Professorial, Professional and Contract Academic Staff), except for members on the CTLT Advisory Committee who are not eligible to submit nominations. The nominators shall provide the Senate Office with a dossier that demonstrates how the nominee meets the criteria. It shall include, in no particular order, the following:

- a curriculum vitae addressing the criteria specified for the award, including a list of courses taught at BU;
- a summary statement, not to exceed two pages, describing how the nominee satisfies the selection criteria;
- evidence that the nominee has consented to the nomination;
- at least two, but no more than three, one or two-page letters from colleagues (at both Brandon University and other institutions/organizations) clearly stating in what capacity they have worked with the nominee; and/or current or former students supporting the nomination; and
- evidence that the nominee has consented to the nomination.

Optional: any other evidence from the last three years not reflected in the nomination package that demonstrates merit, such as student, Dean/Director and peer evaluations or other qualitative and quantitative evidence as deemed appropriate by the nominator.

Since excellence in teaching should not be narrowly defined, the Recommendation Committee will look for evidence of excellence and/or outstanding performance in each of the following areas, in no particular order of priority:

- ability to engage and motivate students
- communication skills
- accessibility to students
- reflective and responsive pedagogy
- educational leadership and mentorship
- comprehensive knowledge of the material taught
- organization of course content and materials
- educational standards

E. Call for Nominations

- The Senate Office shall notify the University community that nominations are being sought by November 1st.
- Nominees must give their consent to being nominated.
- Nominations must be submitted electronically to the applicable Dean by January 15th.
- The Senate Office will review for initial eligibility and distribute eligible nomination dossiers to the respective Deans/Directors by January 22nd.

F. Advisory Committee

Each Dean shall appoint and Chair an Advisory Committee consisting of at least two faculty members representing at least two departments. The two members should be actively engaged in teaching.

Note: Members of the Advisory Committee may not serve on the Recommendation Committee.

The Advisory Committee will be responsible for selecting the faculty/school nominee. If there is a nominee, the Advisory Committee shall forward the completed dossier to the CTLT Advisory Committee by way of the Office of the Provost and Vice-President (Academic), with copy to the Senate Office, by **February 1st**.

G. Centre for Teaching, Learning, and Technology (CTLT)

The CTLT Advisory Committee shall serve as the Recommendation Committee.

The Committee shall review the nominations forwarded by the Advisory Committees and, by applying the criteria to the information submitted for each nominee, may recommend one candidate. The recommendation to Senate is to be forwarded to the Senate Office by **March 1st.**

H. Senate

The Senate will review recommendations and make final selection decisions at its March meeting.

I. Recipient Notification

The Senate Office will notify successful recipient(s) and provide information regarding processes for award receipt.

BRANDON UNIVERSITY

SENATE AWARDS FOR EXCELLENCE IN SERVICE

Policy Sponsor:	Provost and Vice-President (Academic)	**First Approved:**	*16 SEPTEMBER 2025*
Primary Contact:	University Registrar	**Last Updated:**	
Approved by:	Senate	**Review Scheduled:**	

A. Purpose

The Senate Awards for Excellence in Service were established to emphasize the importance of service at Brandon University and to recognize and honour those faculty members who excel in their participation in collegial governance and work of Brandon University, meaningful contributions to their profession and/or discipline and/or contributions to the broader community through their professional competence.

B. The Award

A maximum of two awards will be presented annually at Spring Convocation; one Tier I and one Tier II award. The recipient(s) will be presented with a framed certificate signed by the President of the University, as Chair of Senate. A master plaque containing the names and department or Faculty/School/Unit affiliation of all recipients will be displayed on campus. The recipient(s) will also receive an additional $5,000 in funds to be used as professional development and/or in support of service activities or a 3-credit hour teaching release for one academic year to be used within two years of receipt of the award in consultation with the recipient, department and Dean/Director.

C. Eligibility

Nominees for Tier II awards must

- have completed a minimum of 3 years of employment at Brandon University; and
- hold the rank of Assistant Professor, Professional Associate II, Instructional Associate II, Administrative Associate II, USports II, Athletic Therapist II, or Athletic Director II.

Nominees for Tier I awards must

- have completed a minimum of 3 years employment at Brandon University; and
- hold the rank of Associate Professor, Full Professor, Professional Associate III, Professional Associate IV, Instructional Associate III, Instructional Associate IV, Administrative Associate III, USports III, Athletic Therapist III, or Athletic Director III.

Individuals may hold both awards over the duration of their career. A minimum of 10 years must have elapsed between awards (i.e., an individual who received the Tier II award at Convocation in 2015 would be

Commented [BM1]: Do we need to somehow explicitly link this to a definition of service that relates to tenure/promotion? As opposed to general community service?

Commented [GG2R1]: I added a definition that borrows heavily from the CA (page 68).

Commented [GG3R1]: We might want to talk about the wording - for example "meaningful" was one that involves interpretation on the part of whoever adjudicates these awards…

Commented [BM4]: ?

Commented [GG5R4]: Should we talk about also including teaching release?

Commented [BM6R4]: Remaining question: should there be teaching release?

Commented [BM7]: Add Usports Coaches, Athletics Director, Athletic Therapist

Commented [BM8R7]: Service not required for AAI. But required for AA 2&3 (participation in collegial governance are required).

Whatever is decided for the Teaching Award will be the same here, with the addition of Administrative Associates. Coaches, Athletics directors, and therapists will also be included.

Commented [BM9R7]: Skim the CA to see who has the service requirements. Salary tiers.

Commented [BM10R7]: Pg. 308 BUFA CA:

Salary Scale for the period 1 Ap
(Effective the first day of the pay period that ir

	Floor
Professor/PA IV	127,609
Associate Professor/ PA III/U Sports III	102,352
Assistant Professor/ PA II/AA II/IA IV/ U Sports II	78,261
Lecturer/PA I/AA I/ IA III/U Sports I	65,041
IA II	58,786
IA I	52,545

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eligible for the Tier I award in 2025). Additional significant service accomplishments are anticipated to have occurred in the interval between awards. Current members of the Brandon University Senate or Senate Executive Committee are not eligible.

In all cases when considering an applicant for this award, factors pertaining to Equity, Diversity, Inclusion, Decolonization, Indigenization, and Reconciliation will be considered, as appropriate to the service context. Evaluation will focus on the quality, significance, and context of service contributions and their demonstrated impact, recognizing that excellence may be expressed through a range of service roles, leadership activities, and forms of engagement..

D. Criteria

Nominations are to be submitted by current faculty members (Professorial, Professional, and Contract Academic Staff), except for members on the Senate Executive Committee. The nominators shall provide a dossier to the Senate Office that demonstrates how the nominee meets the criteria. It shall include, in no particular order, the following:

- a curriculum vitae addressing the criteria specified for the award, including a list of service activities;
- a summary statement, not to exceed two pages, describing how the nominee satisfies the selection criteria;
- documentary evidence which demonstrates merit (i.e. faculty evaluations, letters confirming leadership of disciplinary/professional organization, confirmation of membership on University committees, etc.); ~~and~~
- at least two~~hree~~, but no more than three~~five~~, one or two-page letters from colleagues (at both Brandon University~~BU~~ and~~/or elsewhere~~other institutional/organizations) clearly stating in what capacity they have worked with the nominee and outlining the nominee's service contributions ~~and others supporting the nomination~~; and
- evidence that the nominee has consented to the nomination.

E. Call for Nominations

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Note: With the exception of the Chairs of the Advisory Committees, members of the Senate Executive may not serve on the Advisory Committees.

Commented [GG11]: Is it the nominee who should be providing all of this information/ documentation? Something for us to discuss, probably.

Commented [AM12]: Other examples (in addition to or instead of what I've proposed here)?

Commented [BM13]: Need to have a Non-Departmental Nomination section.

Commented [BM14R13]: Grab some time with Greg/Andrea to review the Non-Department Nominations

Commented [AM15]: See Research award - is there a corollary expectation here?

The Advisory Committee will be responsible for selecting the faculty/school/unit nominee. If there is a nominee, the Advisory Committee shall forward the completed dossier and Committee recommendation letter to the Senate Executive Committee by way of the Senate Office by February 1st.

G. Senate Executive Committee

The Senate Executive Committee shall serve as the Recommendation Committee and shall develop a set of criteria by which nominations will be evaluated.

The Committee shall review the nominations forwarded by the Advisory Committees and, by applying the criteria to the information submitted for each nominee, may recommend one candidate. ~~With the consent of the nominee, the Committee may choose to carry forward a nominee to the next competition.~~ The recommendation to Senate, including nomination package, is to be forwarded to the Senate Office by **March 1st.**

H. Senate

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BRANDON UNIVERSITY

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SUBJECT TO APPROVAL

027Mar26

MEETING:	Board of Governors
DATE:	March 21, 2026
AGENDA:	Closed ☐ Open ☒
PROPOSED BY:	Senate
SUBJECT:	Program & Curriculum Changes – Applied Disaster and Emergency Studies (ADES)
FOR:	Approval ☒ Discussion ☐ Notice of Motion ☐

RECOMMENDATION:

BE IT RESOLVED THAT the Board of Governors approve the revisions for the 3-Year Applied Disaster and Emergency Studies (ADES) Major B.SC. and BA Degree program proposal, as presented, and as recommended by Senate.

BACKGROUND/RATIONALE:

At its February 24 meeting, Senate approved the program and curriculum changes as submitted by the Department of ADES and the Faculty of Science and passed a motion that the 3-Year ADES Major B.Sc. and B.A. Degree Program Proposal be forwarded to the Board of Governors for approval. While Senate is responsible for academic quality and the approval of program content, the Board must approve program changes because they carry financial, resource, and regulatory implications.

The motion sheet from Senate, cover letter, program proposal, and supporting documentation are attached.

In addition to the supporting documents included in the appendices, eight letters of support were received with the proposal. These letters have not been included in the Open Session

package to protect personal information, as they contain detailed correspondence with names and contact information from individuals who have not consented to public disclosure. Letters of support were received from the following roles/groups:

- Associate Vice-President, Transformation – University College of the North
- Director, Manitoba Emergency Services College
- Two members of the ADES Advisory Board
- Brandon University PLAR Coordinator
- Three BU ADES students

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 146.FEB26 **AGENDA ITEM NO. 5.4.2.3.1**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	February-24-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Department of ADES, Faculty of Science			
SUBJECT:	ADES Program & Curriculum Changes			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:
THAT the Senate approves the following program & curriculum changes, as submitted by the Department of ADES, Faculty of Science:

AND

THAT the Program Proposal be forwarded to the Board of Governors for approval.

- 3-Year ADES Major B.SC. and BA Degree Program Proposal

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance

DECISION: CARRIED **PER:** LeMoine/Yasui
DATE: **February 24, 2026**

BRANDON UNIVERSITY

Cover Letter

RE: 3-Year ADES Major B.Sc. and B.A. Degree Program Proposal

Next year will mark the 25th anniversary of the Department of Applied Disaster and Emergency Studies (ADES). As part of a larger set of initiatives to build on our past success, ADES proposes the introduction of 3-Year ADES Bachelor of Science (B.Sc.) and Bachelor of Arts (B.A.) Degree Programs. This revitalization effort aligns with our goal to expand our programs, which includes the development of micro-credentials and new minors—our next initiatives on the agenda. Currently, ADES is the only institution in Manitoba that offers an undergraduate program in disaster and emergency management. We recognize the need to diversify our offerings to better align with the interests of students and professionals, meet the growing demands of the emergency management industry, enhance our competitiveness in student recruitment among similar post-secondary institutions, and align with the other 3-Year programs at Brandon University. This is particularly important since ADES is the only department in the Faculty of Science that does not offer 3-Year degree programs.

Established in 2001, BU was the first in Canada to offer a degree in disaster and emergency management, providing comprehensive 4-Year ADES major Bachelor of Science and Bachelor of Arts degrees. These programs are designed to equip students with the knowledge and skills necessary to become experts in the field. While ADES graduates have a high success rate in finding employment, we understand that career options are becoming more diverse and that prospective students are seeking alternatives to the current 4-Year degree program.

The profession of disaster and emergency management is expanding as societal disaster risks continue to rise. For instance, the recent wildfires in the summer of 2025 highlighted the lack of preparedness and mitigation efforts within Manitoba communities, serving as a wake-up call. Our proposed 3-Year degree programs aim to broaden students' opportunities to explore their professional careers, which is increasingly important given the drastic changes and uncertainties in the global employment landscape.

Additionally, we acknowledge that other post-secondary institutions offer shorter programs, including 3-Year Bachelor's degrees (such as those at York University) and diplomas or certifications (offered by NAIT, JIBC, and RRU). These options appeal to individuals pursuing mid-career advancements that require additional training and degree completion, as they involve fewer credit hours and less time commitment. Students with practical experience in the emergency services or similar occupations who do not require the Applied Project, which will remain the capstone course for the 4-year, 4-year co-op and 4-year honours degrees, may find the 3-year degrees better complement their prior experience.

While our existing 4-Year B.Sc. and B.A. degrees are attractive to students, we recognize that the practical considerations of time commitment and cost can heavily influence their decisions. The proposed 3-Year ADES degree programs will not require any additional resources and will not detract from our existing offerings, as all requirements overlap with the current 4-Year programs. In summary, the new degree program can be implemented without burdening existing resources, while also enhancing the diversity of our academic programs. ADES requests that this proposal be approved by the faculty and other relevant decision-making bodies at BU so we can move forward.

Department of Applied Disaster and Emergency Studies (ADES), Faculty of Science
270 18th Street, Brandon MB, Canada R7A 6A9 Ph: 204.727.9677 Fax: 204.728.7346 www.BrandonU.ca/ades

Manitoba
Advanced Education, Skills and Immigration

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

SECTION A – PROPOSAL DETAILS

Institution**: Brandon University**

Applicable faculties/department with responsibility for the program:

Department of Applied Disaster and Emergency Studies (ADES)

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

N/A

Program name: **3 Year ADES Bachelor of Science (B.Sc.) and Bachelor of Arts (B.A.) Major Degree Programs**

Credential awarded: **Yes**

Funding request: **None**

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: **2026-09-01**

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

The timely launch of this program is crucial to meet the urgent demand for highly skilled and trained personnel in disaster and emergency management as well as related professions, both in Manitoba, Canada, and internationally. This 3-year ADES Degree Programs can significantly contribute to addressing this need. Delaying its implementation by a year or more will only exacerbate the shortage of professionals in this field.

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

General description of the program:
Department of Applied Disaster and Emergency Studies (ADES) in Brandon University would like to propose 3-Year ADES B.Sc. and B.A. Major Degree Programs as part of department program expansion. The only one program in Manitoba offering disaster and emergency management for undergraduate program, ADES recognizes the need to diversify the program to meet the interests of students, the demand from the emergency management industry for employment, the competitiveness of student recruitment among similar post-secondary institutions, and the alignment with the other 3-Year programs in BU.

Program Design:
The 3-Year ADES Degree Programs offers a bachelor's of Science and bachelor's of Arts degrees. The program consists of 90 credit hour total to complete, which includes 36 ADES required and elective courses. The program will take 3 years to complete if a full-time student enrolls 30 credit hours per year. The selection of Minor for a department in Science will determine as a Bachelor of Science, while a department in Arts will determine as a Bachelor of Arts (see more details in section B-2 and B-5).

The 3-Year ADES Degree Programs offers students flexible options by allowing them to select 54 credit hours of minor and elective courses alongside 36 credit hours of ADES courses. This structure enables students to explore a variety of disciplines, helping them navigate their future career paths. Additionally, students have the option to enroll in specialized training and skill development courses from professional institutions, such as the fire department, armed forces, police, and public safety after they complete their degree.

Objectives:
There is an urgent need for more trained personnel in disaster and emergency management, as recent extreme weather events in Canada and worldwide have highlighted the increased risk of such emergencies. This presents an opportunity for our program to create more appealing options for both current and prospective students to pursue degree programs, as well as stimulate enrolment and improve retention. The 3-Year ADES Degree Programs will offer greater flexibility and versatility for students, enabling them to pursue careers in this rapidly growing profession. To meet the evolving needs of disaster and emergency management professionals in academic, professional, and career development, we propose flexible, adjustable, and adaptable 3-Year ADES Degree Programs

Objectives for the 3-Year ADES Degree Programs include:

- Offering programs that are **competitive** with those of other post-secondary institutions in disaster and emergency management disciplines (York, NAIT, JIBC, RRU, etc.) (see Appendix 1: Table App-1).
- Advancing the careers of **mid-career professionals** in fields such as emergency management, policing, firefighting, paramedicine, military services, and public security (see Appendix 2: Table App-2).
- Increasing recruitment efforts directed towards **Indigenous students** (see Appendix 2: Table App-2).
- Expanding **academic and professional career** pathways to include areas like law, medicine, nursing, education, insurance, and business.
- Enhancing **alignment with other departments at BU** to facilitate options for double majors or a 3-year major/minor program (see Appendix 3: Table App-3).
- Provide greater **flexibility by simplifying degree requirements** for student academic planning and offering more options (see 3-Year Major Table 1 in Section B-2).

Financial Implications:
The 3-Year ADES Degree Programs will utilize existing resources **without requiring additional funding**. Therefore, there are **no financial implications** for starting the 3-Year degree programs. Thus, the Program of Study Financial Form is not included in this application.

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

The expected length of the 3-Year ADES Degree Programs is three years to complete, totalling 90 credit hours to earn the degree. Typically, a student enrolls in five courses (15 cr/hr) in both Term 1 and 2, so they will complete 30 credit hours in a year, which makes it 90 credit hours in three years. However, if a student prefers fewer courses or registers as a part-time student, they can complete their studies in more than three years. It is up to the student to decide the duration of their program completion. See the details in Table 1 below (also see Appendix 4).

Table 1: ADES 3-Year Major Degree

Core Major Requirements:			T1/T2/S[1]	Cr.Hrs	Year[2]
40.151	Introduction to Disaster Studies		T1	3	Y1
40.152	Introduction to Emergency Management		T2	3	Y1
40.153	Introduction to Natural and Technological Hazards		T2	3	Y1
40.251	Hazards: Causes and Physical Dynamics		T1	3	Y2
40.253	Hazards and Risk Assessment		T2	3	Y2
40.352	Emergency Management Law		T1	3	Y3
40.355	Disaster Recovery and Mitigation		T2	3	Y3
40.362	Disaster Response Management		T2	3	Y3
Plus:	12 credit hours of additional ADES courses at the 200 level or above		T1/T2/S	12	Y1-3
Must achieve 2.00 GPA for Major Requirement			**Major Total: 36 cr/hr**		
Additional Degree Requirements:					
Minor[3] (B.Sc. or B.A.):	B.Sc. Route: Students must complete the requirements for a minor from the Faculty of Science	B.A. Route: Students must complete the requirements for a minor from the Faculty of Arts	T1/T2/S	(15)[4]	Y1-3
Must achieve 2.00 GPA for Minor Requirement			**Minor Total: 15 (or 18) cr/hr**		
Plus:	Liberal Education Requirement (see section 5.4)		T1/T2/S	12	Y1-3
	Indigenous Content Course Requirement (see section 3.11)		T1/T2/S	3	Y1-3
	Additional Elective Credit Hours (including prerequisites) (normally minimum of 24 cr/hr if the Minor credit hour requirements is 15 cr/hr.)		T1/T2/S	24	Y1-3
Must achieve 2.00 GPA for Graduation Requirement			**Degree Total: 90 cr/hr**		

1. T1=Term 1: Sept to Dec; T2=Term 2: Jan to Apr; S=Spring/Summer Term: May to Aug
2. Recommended year of enrolment (students may request a change of registration if applicable).
3. See the appropriate Minor Requirement for the credit hour requirement from the selected department for the Minor.
4. Numbers in brackets ( ) indicate a minimum number of credit hours.

B-3 Intended outcomes of the program:

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

Since its inception in 2001, the Department of Applied Disaster and Emergency Studies at Brandon University has offered degree programs that integrate social and physical sciences to promote comprehensive approaches to disasters through a multidisciplinary education. Students are equipped with essential knowledge and skills to understand the complex interrelationships among nature, society, culture, and the built environment, which intersect with hazards, vulnerability, exposure, and adaptive capacity. Through our program, students gain a range of tools for disaster and emergency management, including risk assessment, community-based emergency planning, risk communication, and land-use mitigation strategies.

Academically, it equips students with vital skills, research, and professional career opportunities that prepare them for high-demand careers in public safety, government, healthcare, the private sector, critical infrastructure, and local communities. Culturally and socially, the program fosters collaboration with diverse communities, including Indigenous populations, to ensure inclusive and effective disaster response strategies that strengthen community resilience and leadership. The 3-Year ADES Degree Programs recognize the critical aspects of the social and physical dimensions of risk, thus, advancing disaster management for all members of society and fostering a culture of risk management. Economically, it supports the province of Manitoba by developing a skilled workforce that helps reduce disaster-related losses, enhances public safety infrastructure, and contributes to faster recovery and long-term economic stability. By integrating academic excellence with real-world application, the ADES degree programs play a critical role in building safer, more resilient societies and addressing the evolving challenges of disaster risk in Manitoba and across Canada.

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

The 3-Year ADES Degree Programs offer students flexibility and a range of options for their future career paths, while specializing in the field of disaster and emergency management. We regularly attract students from Manitoba and beyond because we offer a credible, well-established, and reputable undergraduate program. However, as the labour market continues to evolve, we are witnessing a slowdown in overall enrollment in our department.

Although our graduates find employment in disaster and emergency management relatively quickly after completing their degrees, current and prospective students are facing challenges in planning their futures, mainly due to the current economic climate. This situation is particularly difficult for students in Manitoba, where the labour market is smaller compared to other metropolitan regions in Canada, resulting in limited opportunities to explore their education and training options.

Our 3-Year ADES Degree Programs cater to students in Manitoba who are interested in disaster and emergency management, recognizing that further specialization requires additional time and resources for professional development.

For example, the University of Manitoba offers a General 3-Year Bachelor of Science degree. This program provides students with broad exposure to major areas of science at an introductory level, ideal for those seeking a general education in the natural and/or mathematical sciences, which can serve as a stepping stone for entering medical programs that require an undergraduate degree (source: https://umanitoba.ca/explore/programs-of-study/science-bsc). We are now introducing a 3-Year degree program specifically for disaster and emergency management professionals, which has not been available in Manitoba previously.

B-4 Mode of Delivery

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

90 cr/hr Total credit hours

1,080 hours (BUFA p.184). 36 total contact hours per course for 30 courses: Total contact hours

30 courses: 3 credit hours per course: Total courses

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

While most courses will be delivered in-person, some courses may be delivered online.

90% to 100% In-person

10% to 0% Online (hybrid)

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

Students normally register for 10 courses every year (30 credit hours/year), thus, in three years, they will complete 90 credit hours.

Table 2: 3-Year ADES Degree Programs: Courses Progression Plan (suggested)

	Year 1	Year 2	Year 3
ADES Major requirement (24)	40.151	40.251	40.352
	40.152	40.253	40.355
	40.153		40.362
ADES elective courses (tentative plan) (12)	40.273, 40.252, or 40.254	40.354, 40.356, or 40.357	40.452, 40.453, or 40.454
			40.455, 40.457, or 40.463
Minor (15 - 18)	xx.1xx	xx.2xx	xx.3xx
	xx.1xx	xx.2xx or xx.3xx	
Liberal education requirements (12)	xx.xxx	xx.xxx	xx.xxx
	xx.xxx		
Indigenous content (3)		xx.xxx	
Additional electives (21 – 24)	xx.xxx	xx.xxx	xx.xxx
	xx.xxx	xx.xxx	xx.xxx
		xx.xxx	xx.xxx
Total Courses 30 (90 cr/hr)	10 courses (30 cr/hr)	10 courses (30 cr/hr)	10 courses (30 cr/hr)

Note: See the ADES course names and brief descriptions in Appendix 5.

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

Yes. Students can choose to enroll as a part-time student.

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

The 3-Year ADES Degree Programs do not offer cooperative education or any other work experience programs, as the intent of our program is for students to start their preferred, designated, or required training placements as soon as possible after completing the 3-Year ADES Degree Programs.

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 5

B-8.2 Maximum seat capacity *(Defined as first-year enrolment capacity)*:25 - 30

B-8.3 Anticipated date of maturity: Click here to enter a date. Immediate

SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE

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

The ADES Department recognizes that the current 4-years B.Sc. and B.A. programs does not cater to the needs of those recent high school graduates who have a preference for shorter 3-year programs before entering the job market, or mid-career professionals who desire enhanced academic credentials but cannot commit to a 4-year degree program. In that regard, the proposed 3-year degree program in ADES is consistent with the Brandon University Strategic Plan – 2022-2027, in facilitating the University's agility in responding to the needs/demands of the communities served, and embraces the inclusivity of the broadest spectrum of potential student enrolment.

The strategic plan of Brandon University to become Canada's Finest Regional University is hinged upon its capacity to broaden the scope of academic options and opportunities that are needed domestically and internationally. The proposed 3-year program in ADES is consistent with this strategic goal, providing a broadened scope of academic credentials that are relevant to the communities served. In that sense, the proposed program reflects the courage to be proactive in program expansion even in the face of human resources challenges.

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

Decision-Making body: **Science Faculty Council**

Decision: Approved

Date: 2025-10-07

Decision-Making body: **Arts Faculty Council**

Decision: Approved

Date: 2025-12-10

Decision-Making body: **Undergraduate Studies Committee**

Decision: Approved

Date: 2026-01-15

Decision-Making body: **Senate**

Decision: Approved

Date: 2026-02-24

Decision-Making body: **Board of Governors**

Decision:

Date: Click here to enter a date.

C-3 Responsibility to consult

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

N/A
(this three year degree program is not subject to mandatory review or approval by organizations external to Brandon University.)

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

We have reached out to several organizations, including the University College of the North/Inter-University Services (UCN/IUS) and the Office of the Fire Commissioner (OFC)/Manitoba Emergency Services College. Additionally, we have consulted our department's Advisory Committee (ADES), which is made up of ADES graduates and professionals in the field of emergency management. We have contacted internally to the program coordinator for the Prior Learning Assessment & Recognition for their feedback. We received positive comments and feedback from them. (see the letters of support in Appendix 6)

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

Students majoring or minoring in ADES have been informed about our plan to propose a three-year ADES major program. Every faculty member in the ADES department supports this initiative and is actively involved in developing the proposal. On September 4, 2025, we submitted a notice of motion to the Science Faculty Council (SFC) to introduce the three-year ADES Major B.Sc. and B.A. Degree Programs. The SFC recommended that we share this proposal with the Arts Faculty Council (AFC) since we would be offering a Bachelor of Arts degree as well. We presented the proposal to the AFC the following week. Therefore, all faculty members in both the Science and Arts Faculty at Brandon University are aware of our intent to establish the 3-Year ADES Degree Programs.

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

To our knowledge, there is no three-year degree for disaster and emergency management in Manitoba. Thus, there is no duplication.

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

The 3-Year ADES Degree Programs can be transitioned into a 4-Year Degree program. Although we have not yet established agreements with other institutions, we plan to reach out to organizations such as the University

College of the North (UCN), Manitoba Emergency Services College, Brandon Police Services, and the Canadian Forces Base (CFB Shilo) to discuss options for degree completion, credit transfer, or certification.

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

York University, Royal Roads University (RRU), Université du Québec à Montréal (UQAM) are the other university options for students. RRU and UQAM are master's programs aimed at practitioners who already have an undergraduate degree. UQAM's program is delivered entirely in French. RRU's program depends heavily on on-line and block course delivery models. York University has undergraduate, masters and PhD programs. Sir Wilfrid Laurier University offers a Graduate Diploma in Disaster and Emergency Management. ADES students have gone on to do masters degrees at RRU and York as well as overseas universities and programs in the United States.

The Northern Alberta Institute of Technology (NAIT) has an on-line certificate program. The Justice Institute of BC (JIBC) has a bachelor's degree and offers numerous certificates. Ontario colleges offer the following certificates (according to the Ontario Association of Emergency Managers):

Algonquin College (Ontario Graduate College Certificate in Emergency Management)
Fanshawe College (Ontario Graduate College Certificate in Emergency Management)
Fleming College (Ontario Graduate College Certificate in Emergency Management and Business Continuity)
George Brown College (Emergency Management Certificate)
Loyalist College (Ontario Graduate College Certificate in Emergency Management and Incident Response)
Northern College (Ontario Graduate College Certificate in Emergency Management, Terrorism and Pandemic Response)
Toronto Metropolitan University (Emergency Management Certificate)
York University (Emergency Management Certificate)
Sheridan College (Bachelor of Arts in Community Safety)

There are other universities with research centres aligned with disaster and emergency studies. There is, for example, the Centre for Community Disaster Research at Mount Royal University but it is not a degree-granting academic unit. The Institute for Catastrophic Loss Reduction (ICLR) is an independent, not-for-profit research institute at Western University. There are also a variety of individual courses, on subjects such as sociology of disaster, hazards geography, risk management etc., that are delivered at other universities.

Appendix 1 has Table App-1. Comparison with Other DEM Programs in Canada which compares the programs dedicated to disaster and emergency management studies.

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

There is no specific agreement for laddering, articulation, or credit transfer with post-secondary institutions outside of Manitoba.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:
(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

In 2001, when BU started the ADES program, emergency management job postings seldom included expectations of a higher education qualification. This was not surprising as BU's ADES was among one of the first dozen university programs in North America. Over the past 25 years this has changed and now it would be rare to see a vacancy that did not include an education requirement. This is not surprising given the range of programs now available in Canada (see C-5) and the increasing level of professionalism in the field.

Across Canada there are also an increasing number of organizations that are hiring emergency managers specifically to run emergency and continuity programs rather than resorting to a 'corner of the desk' approach. Provincial legislation, in most provinces, obligate local governments and, in some jurisdictions, government departments and private sector critical service providers, to have an emergency management coordinator. In Manitoba the *Local Authorities Emergency Planning and Preparedness Regulation*, (Man Reg 159/2016) creates requirements for municipalities to designate a Municipal Emergency Coordinator and sets expectations for their training.

The continuing growth of higher education programs in emergency management also reflects the ongoing demand for qualified professionals. There are now provincial and national associations for emergency managers (e.g. Manitoba Association of Municipal Emergency Coordinators, the International Association of Emergency Managers) that support new professionals and advocate for the profession including pursuing a new National Occupational Classification for emergency managers.

Appendix 7 provides a sample of qualification expectations quoted from recent vacancy advertisements. The proposed 3-year degree, with related experience, will meet these expectations. The current 4-year degree, especially with the addition of co-op terms, helps students without related experience meet these expectations. The proposed 3-year degree should not be seen as having less academic weight than the 4-year degree. It simply provides an alternative to students who already have experience. The 3-year degree will also be more attractive to students who are intending to use their degree within the emergency services, military or other allied professions.

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

Several internal and external partners were invited to express their thoughts on this proposal. Overall, the feedback has been positive. One concern raised was the potential for the shorter degree to dilute the academic rigour. This is a valid issue the proposal addresses by using the same core courses as the current 4-year degrees.

The primary difference is the 3-year students will not be required to complete the final year applied project (40.471 Applied Project in ADES). This course is designed to help students, most who have come to BU straight from high school, make the transition into practice. The proposed 3-year degree is intended for students either returning to higher education from the broader public safety sector (e.g. the 911 emergency services, critical infrastructure sector or similar fields) or intending to continue on to further training at the Manitoba Emergency Services College or other training institutions. BU’s co-op option will be linked to the 4-year degree path as well. Future BU calendar descriptions and

other promotional materials will highlight the different purpose and anticipated audience for both the 3-year and 4-year options.

The letters of support are attached to this proposal in Appendix 6.

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

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

N/A

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

N/A

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

Because the proposed program utilizes courses from the existing programs, the required resources & financial implications are identical to those that already exist. Additionally, the proposed program have a potential to enhance revenue streams based on student fees given broader potential for targeting students who are not currently attracted to the 4-year programs.

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

N/A

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

As per D-3.

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

N/A

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

N/A

Year 1

Year 2

Year 3

Year 4

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

N/A

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

N/A

SECTION E– TUITION

E-1 What are the proposed tuition fees?

The 3-Year ADES Degree Programs will follow the tuition structure outlined in Brandon University's tuition table (https://www.brandonu.ca/registration/files/2024-25-Undergraduate-Domestic-Tuition-Table.pdf). Since no additional financial resources are required and the program does not take away from existing offerings (all requirements overlap with the current four-year program), the tuition will range from $5,990.64 for Arts to $6,371.64 for Science per year, based on 30 credit hours. The three-year degree consists of a total of 90 credit hours. Students will register for existing courses and complete them in a minimum of 90 credit hours, which meets the requirements for the three-year degree. These tuition estimates are based on the 2024-2025 academic year.

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

Tuition fees are determined by Brandon University's tuition calculation. The proposed fees for the three-year degree program are comparable to those of existing programs within Brandon University's degree offerings.

E-3 Please describe any additional fees that would apply to a student in this program?

This program does not have any additional fees.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

There are no specific supports for this program. However, the university offers various financial supports, such as scholarships, bursaries, awards programs, and student loans, to which students can apply.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:	***Vice-President/Academic:***
Name: Dr. Christine Bovis-Cnossen	*Name:* Greg Gatien
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

For use by joint programs only:

President:	***Vice-President/Academic:***
Name:	*Name:*
Signature:	*Signature:*
Date: Click here to enter a date.	*Date:* Click here to enter a date.

SUBMIT COMPLETED FORM

Once completed and signed, please submit this application form to the Post-Secondary Institutions Branch at psi@gov.mb.ca with the following attachments *(double-click to engage check box):*

☒	Cover letter **(Page 1)**
☐	Program of Study Financial Form
☒	Any supporting documentation *(reviews, letters of support, etc.)* **(Appendices 1 to 7 are attached to this application.)**

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

Post-Secondary Institutions Branch
Advanced Education, Skills and Immigration
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1835
psi@gov.mb.ca

Appendices: Supporting Documents

Appendix 1

Table App-1 below compares various Disaster and Emergency Management programs in Canada. It demonstrates that the proposed ADES 3-Year degree program can address existing gaps in our degree offerings.

Table App-1. Comparison with Other DEM Programs in Canada

		ADES	York Univ.	NAIT (Online)	JIBC	RRU
Undergraduate Degree Programs						
4 Y Degree (BSc)		(57/120)			(120)	
4 Y Degree (BA)		(57/120)				
4 Y Honours Degree (BSc)		(60/120)	(57/120)			
4 Y Honours Degree (BA)		(60/120)				
4 Y Honours Double Major (BSc, BA, BDEM)		(60/120)	(57/120)			
4 Y Honours Specialized BDEM			(66/120)			
4 Y Honours Minor		(18/120)	(33/120)			
Proposed programs	3 Y Degree (BSc)	(36/90)	(90)			
	3 Y Degree (BA)	(36/90)				
	3 Y Double Major Degree (BSc)	(36/90)				
	3 Y Double Major Degree (BA)	(36/90)				
3 Y Minor (BSc)		(15)				
3 Y Minor (BA)		(15)				
Graduate Degree Programs						
Master's Program		2 Ms (30cr/hr)	M & PhD			M (36cr/hr)
Certificates						
Non-credit certificate				13		
Credited certificate (Ladderable)			(24 cr/hr)		3 (15cr/hr)	
Micro-credential				1		
Non-Degree Programs						
Graduate Diploma (JIBC: Post-Baccalaureate Diploma)					(60cr/hr)	(18cr/hr)
Diploma				3 dpls	2 dpls (60cr/hr)	
Post-Diploma Certificate				1		

NAIT: Northern Alberta Institute of Technology https://www.nait.ca/nait/home
JIBC: Justice Institute of British Columbia https://www.jibc.ca/
RRU: Royal Roads University https://www.royalroads.ca/programs/master-arts-disaster-and-emergency-management
York U: https://www.yorku.ca/laps/sas/bdem/degree-options-requirements/

Appendices: Supporting Documents

Appendix 2

Table App-2 shows opportunities for ADES to advance the careers of mid-career professionals in the various fields, enhance current and emerging engagement with external BU programs for degree collaboration, and promote recruitment efforts directed towards Indigenous students.

Table App-2. Prospective Avenue for Collaboration if ADES offers 3-Year Degree

Potential Program Collaboration with ADES 3-Year Degree Program	Note
Manitoba Emergency Services College	We have students who work for the fire department, to choose ADES degree for their career development regularly. In addition, we have recently met with the members of the MESC to discuss possible collaboration (May 6, 2025). We received positive response from the college (administrative and teaching members) to seek more opportunities of expanding classes and curriculums. We continue to engage with them and develop programs for certification, diploma, and degree.
University College of North (UCN) / Inter Universities Services (IUS)	We had virtual meetings with the representatives from UCN/IUS this year to explore potential course offerings as part of IUS' program. IUS is interested in ADES courses as they see the interests from the current and prospective students. We have communicated with Indigenous organizations that provide emergency services, such as Manitoba Keewatinowi Okimakanak (MKO) that indicated their interests in our program. We also have engagement with Norway House Cree Nation.
Canadian Forces Base (CFB Shilo)	We have students from CFB Shilo in regular basis. They usually major or minor in ADES with Business, Sociology, Geography, History, and so on. In addition, we have a number of conversations with Dr. Gary McNeely, the PLAR coordinator regarding the possibility of partnership with CFB Shilo to develop some education (degree/credit/certification, etc.). Their basic training consists of 9 weeks of classroom, field experience, and physical training.
Northen Alberta Institute of Technology (NAIT)	ADES students and NAIT students have taken courses from each other in the past. One of ADES faculty has various occasions to exchange program information and there may be an opportunity for further engagement.
Assiniboine College (AC)	Public Safety Certificate is offered (8 months, 60 cr/hr, 6 cr per course) and Public Safety Diploma is offered (8 months, 60 cr/hr) in partnership with Brandon Police Services. We have not approached AC yet, but once our 3-Year Degree is in the process, we would like to reach out to AC and Brandon Police Services for potential partnership.

Manitoba Emergency Services College: https://www.mbmesc.ca
CFB Shilo: https://forces.ca/en/how-to-join/#bt
NAIT: https://www.nait.ca/nait/continuing-education/programs/disaster-and-emergency-management
AC: https://assiniboine.net/programs
MKO: https://mkonation.com/about-mko/

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Appendix 3

Table App-3 shows the current B.A. and B.Sc. degree programs at BU. It shows that ADES is not offering a 3-Year degree program and Certificates. ADES is the only department in the Faculty of Science that does not offer 3-Year degree programs. The proposed 3-Year ADES Degree Programs will enhance alignment with other departments at BU.

Table App-3. Current B.A. and B.Sc. Degree Programs Overview (BU 2025-2026 Calendar)

Subject	Majors			Co-op Majors		Co-op Work Experience Stream	Minors	Certificates
	Honours	4-Year	3-Year	Honours	4-Year			
Anthropology	•	•	•				•	
Applied Disaster & Emergency Studies	•	•		•	•	•	•	
Art History/Visual Culture							•	
Biology (2 Streams)	•	•	•	•	•	•	•	
Business Administration	•	•	•			•	•	•
Canadian Studies			•					
Ceramics	•	•		•	•	•	•	
Chemistry	•	•	•	•	•	•	•	
Computer Science	•	•	•	•	•	•	•	
Creative Arts		•						
Creative Writing							•	
Digital Media & Design		•			•	•		
Drama							•	
Drawing	•	•		•	•	•	•	
Economics	•	•	•				•	
English	•	•	•	•	•	•	•	
Environmental Science		•			•	•		
French		•	•		•	•	•	•
Gender & Women's Studies	•	•	•	•	•	•	•	
Geography (3 streams)	•	•	•	•	•	•	•	
Geology	•	•	•	•	•	•	•	
History (all streams)	•	•	•	•	•	•	•	
Indigenous Art	•	•		•	•	•	•	
Interdisciplinary Studies	•	•						
Justice Studies								•
Liberal Arts Distributed	•	•	•					
Mathematics	•	•	•	•	•	•	•	
Music (Arts)			•				•	
Native Languages							•	
Native Studies	•	•	•	•	•	•	•	
Painting	•	•		•	•	•	•	
Philosophy	•	•	•	•	•	•	•	
Physics	•	•	•	•	•	•	•	
Political Science	•	•	•	•	•	•	•	
Printmaking							•	
Psychology	•	•	•	•	•	•	•	
Religion	•	•	•	•	•	•	•	
Rural & Community Studies	•	•	•	•	•	•	•	
Sociology (3 Streams)	•	•	•	•	•	•	•	

(Source: BU Calendar 2025-2026, p. 39-40)

Appendices: Supporting Documents

Appendix 4: BU Calendar Change (adding 3 Year Degree) (p. 61-63 and p. 39-40)

5.16.2 APPLIED DISASTER & EMERGENCY STUDIES (40)

General Information

Department of Applied Disaster & Emergency Studies (ADES) offers a 4-year B.Sc. or B.A. degree, 4-Year B.Sc. or B.A. Honours degree, as well as a 3-year B.Sc. or 3-year B.A. Major and a Minor. ~~Students who major in Applied Disaster & Emergency Studies (ADES) can earn either a 4-year B.Sc. or 4-Year B.A. degree. The **B.Sc. degree** (120 credit hours) will be awarded to students who complete the 42 hours of required and elective ADES courses and 12 credit hours of ancillary courses selected from the Faculty of Science. The **B.A. degree** (120 credit hours) will be awarded to students who complete the 42 hours of required and elective ADES courses and 12 credit hours of ancillary courses from the Faculty of Arts (including Geography and Psychology).~~ Students with specific interest in the applied planning and management aspects or in the physical disaster science aspects of ADES are advised to plan their program and selection of compatible minor in consultation with members of the department. Students are encouraged to declare their intent to enter the ADES program (3-Year, 4-Year, or 4-Year Honours of B.Sc. or B.A.) as soon as practical. Please note the general requirements of the University in SECTION 3 and the Liberal Education requirements listed in section 5.4.

~~Please note the general regulations of the University in SECTION 3. Students accepted to BU into a 3-year degree must convert to a 4-Year degree prior to declaring the ADES major. Please contact the ADES Department or the appropriate Dean's office for more information on this simple process.~~

ADES 4-Year degree major students are required to complete Applied Topics in ADES (40.471) which is usually undertaken after completing three years ~~their third year~~ of study. ADES faculty members collaborate with a wide range of government, private sector and non-government organizations to develop project topics with the ADES students. Students are encouraged to discuss their interests with the ADES Chair. This experiential learning is key for students' transition to emergency management careers.

Students with experience in the emergency services or military are encouraged to contact the ADES Chair to discuss how prior training and knowledge can be assessed for university credit. These students may find the 3-year ADES Major Degree options more suitable. There is also the potential for Prior Learning Assessment Reviews (PLAR) to recognize relevant professional training.

A Co-operative Education (Co-op) option is available for students enrolled in the ADES Major, 4-Year and 4-Year (Honours) degrees. See the Cooperative Education Program (see section 5.5). Students are encouraged to contact their department to discuss program details and department specific co-op requirements and timelines.

4-Year degree (Honours) requirements listed in section 5.6.
4-Year degree requirements listed in section 5.9.
3-Year degree requirements listed in section 5.13.

SECOND DEGREE REQUIREMENTS
4-Year B.A. or B.Sc. (Honours) second degree requirements listed in section **5.6.3**.
4-Year B.A. or B.Sc. second degree requirements listed in section **5.9.3**.
3-Year B.A. or B.Sc. second degree requirements are listed in section **5.13.3**.

Appendices: Supporting Documents

3-Year Major

Students considering a 3-Year ADES Major must complete a minimum of 36 credit hours consisting of:

Cor major Requirements			Cr.Hrs	
40.151	Introduction to Disaster Studies		3	
40.152	Introduction to Emergency Management		3	
40.153	Introduction to Natural and Technological Hazards		3	
40.251	Hazards: Causes and Physical Dynamics		3	
40.253	Hazards and Risk Assessment		3	
40.352	Emergency Management Law		3	
40.355	Disaster Recovery and Mitigation		3	
40.362	Disaster Response Management		3	24
Plus:	12 credit hours of additional ADES courses at the 200 level or above.		12	
	Must achieve 2.00 GPA for Major requirement		**Major Total:**	**36**
Additional Degree Requirements:				
Minor** (B.Sc. or B.A.):	B.Sc. Route: Students must complete the requirements for a minor from the Faculty of Science	B.A. Route: Students must complete the requirements for a minor from the Faculty of Arts	(15-18)*	
	Must achieve 2.00 GPA for Minor Requirement			**(51)***
Plus:	Liberal Education Requirement (see section 5.4)		12	
	Indigenous Content Course Requirement (see section 3.11)		3	
	Additional Elective Credit Hours (including prerequisites) (normally 21 to 24 cr/hr depending on the Minor credit hour requirements)		(21-24)*	
	Must achieve 2.00 GPA for Graduation requirement		**Degree Total:**	**90**

* Numbers in brackets ( ) indicate the most common number of credit hours.

** see appropriate Minor Requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.

Residence and other degree requirements listed in section 5.9.

Appendices: Supporting Documents

5.3 PROGRAMS IN THE FACULTY OF ARTS OR SCIENCE (in BU calendar p. 39-40)

The following areas of study will lead to a major, minor and/or certificate in the Faculty of Arts or Science:

Subject	Majors			Co-op Majors		Co-op Work Experience Stream	Minors	Certificates
	Honours	4-Year	3-Year	Honours	4-Year			
Anthropology	•	•	•				•	
Applied Disaster & Emergency Studies	•	•	•	•	•	•	•	
Art History/Visual Culture							•	
Biology (2 Streams)	•	•	•	•	•	•	•	
Business Administration	•	•	•			•	•	•
Canadian Studies			•					
Ceramics	•	•		•	•	•	•	
Chemistry	•	•	•	•	•	•	•	
Computer Science	•	•	•	•	•	•	•	
Creative Arts		•						
Creative Writing							•	
Digital Media & Design		•			•	•		
Drama							•	
Drawing	•	•		•	•	•	•	
Economics	•	•	•				•	
English	•	•	•	•	•	•	•	
Environmental Science		•			•	•		
French		•	•		•	•	•	•
Gender & Women's Studies	•	•	•	•	•	•	•	
Geography (3 streams)	•	•	•	•	•	•	•	
Geology	•	•	•	•	•	•	•	
History (all streams)	•	•	•	•	•	•	•	
Indigenous Art	•	•		•	•	•	•	
Interdisciplinary Studies	•	•						
Justice Studies								•
Liberal Arts Distributed	•	•	•					
Mathematics	•	•	•	•	•	•	•	
Music (Arts)			•				•	
Native Languages							•	
Native Studies	•	•	•	•	•	•	•	
Painting	•	•		•	•	•	•	
Philosophy	•	•	•	•	•	•	•	
Physics	•	•	•	•	•	•	•	
Political Science	•	•	•	•	•	•	•	
Printmaking							•	
Psychology	•	•	•	•	•	•	•	
Religion	•	•	•	•	•	•	•	
Rural & Community Studies	•	•	•	•	•	•	•	
Sociology (3 Streams)	•	•	•	•	•	•	•	

Appendices: Supporting Documents

Appendix 5

ADES course descriptions

The following are the course descriptions as provided in the 2025-26 BU Calendar: All courses are 3 lecture hours per week, one term.

40:151 INTRODUCTION TO DISASTER STUDIES (3)
Prerequisite: Nil.
This course introduces students to the social as well as physical aspects of hazards and disasters and how these can be minimized through effective risk reduction and emergency management. Multidisciplinary and international case studies are examined with emphasis on the practical implications of differing theoretical perspectives. The fundamental models, theories and concepts at the core of emergency management and future directions in Canada and the world are explored to provide students with a solid foundation for future study.

40:152 INTRODUCTION TO EMERGENCY MANAGEMENT (3)
Prerequisite: Nil.
This course will provide students with a broad introduction to the current practices of emergency management and the theories that they are based on. This course will review the evolution of the current emergency management research and its professional practices. The principles and components of a comprehensive program will be presented and related to both urban and rural settings. Students will be introduced to a range of topics, including mitigation, preparedness, response, and recovery that will be further developed in later ADES courses.

40:153 INTRODUCTION TO NATURAL AND TECHNOLOGICAL HAZARDS (3)
Prerequisite: Nil.
This course introduces students to the natural and technological hazards that cause disasters. Tis course will examine the fundamentals of natural hazards and their interface with social environments.
Specifically, this part will discuss geological, hydro- meteorological, and epidemiological hazards within the social content of their occurrence. This course will also discuss the dynamics of techno-social hazards, such as hazardous material and mass causality accidents, with a special emphasis on the emergence of global terrorism.

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)
Prerequisite: all of the following: 40:151, 40:152, 40:153 or permission of Instructor.
Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

40:252 EMERGENCY PLANNING AND MANAGEMENT (3)
Prerequisite: 40:151 or permission of Instructor.
A study of the principles of emergency management and planning relative to a variety of natural hazards and the disasters they cause. Students will gain an understanding of associated functions and interactions of levels of government in preparing and implementing plans. An emphasis is placed on both mitigation and preparedness/response planning.

40:253 HAZARDS AND RISK ASSESSMENT (3)
Prerequisite: both of the following: 40:152, 40:251 or permission of Instructor.
Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

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40:254 DISASTER MOVIES: FACT OR FICTION (3)
Prerequisite: Nil.
This course will examine how disasters and emergency management are portrayed in disaster movies and discuss the effect such movies have on how the public understands the issues. A disaster film will be viewed and discussed every week. Students will consider and contrast how the relevant science and
common myths are presented in this important popular culture medium and how the public's perception of disasters and emergency management is defined by these representations. Through the course students will become aware of their own misconceptions and the need for emergency management to be based on fact instead of fiction.

40:273 SOCIOLOGY OF DISASTER (3)
Prerequisite: one of the following: 3 crhrs intro Sociology or ADES or permission of Instructor.
This course examines the theoretical perspectives, research, and policy issues in the sociological study of disaster with an interdisciplinary approach. Considerable attention will be given to the cultural, social, economic and political aspects of a wide range of natural disasters and catastrophic events such as hurricanes, earthquakes, floods, famines, epidemics, oil spills, plane crashes, nuclear plant accidents, terrorism, colonization of indigenous peoples, and wars. Cross-registered with (Sociology) 90:273.

40:352 EMERGENCY MANAGEMENT LAW (3)
Prerequisite: both of the following: 40:151, 40:152 or permission of Instructor.
This course provides an overview of the Canadian law that is relevant to emergency management. Federal, provincial and municipal legislation, by-laws and regulations will be examined for their implications on mitigation, preparedness, response and recovery. Students will also consider how fundamental legal concepts apply in the context of disasters and influence emergency management. Case studies and international comparisons will be used to highlight these issues.

40:353 HEALTH SECTOR EMERGENCY MANAGEMENT (3)
Prerequisite: 40:152 or permission of Instructor.
This course provides a focused discussion of the emergency management issues facing the Canadian health sector. The functions and policies of federal, provincial and regional organizations and their implications for the health sector's involvement in mitigation, preparedness, response and recovery activities will be examined. Students will also consider how different hazards, including pandemic disease outbreaks, terrorism, and mass casualty incidents, affect roles and responsibilities within the health sector. Case studies and international comparisons will be used to highlight these issues.

40:354 GENDER AND DISASTER (3)
Prerequisite: both of the following: 40:151, plus 3 credit hours of ADES or permission of Instructor.
This course introduces students to theoretical debates, research traditions and practical applications in the study of gender relations in disaster contexts. Course materials are multidisciplinary and international with emphasis on the lives of girls and women differently at risk in societies at different levels of development. Case studies are used to explore connections between gender equality and increased resilience to environmental, technical and/or human-induced hazards and disasters in the 21st century. Cross-registered with (Gender and Women's Studies) 36:354.

40:355 DISASTER RECOVERY AND MITIGATION (3)
Prerequisite: both of the following: 40:151, 40:152 or permission of Instructor.
The course provides students a critical perspective on the interwoven theories, practices and processes involved in disaster recovery and hazard mitigation. Students will learn how individuals, groups, organizations, institutions and governments can and do act to recover from disaster impacts and build more disaster resilient communities. Social, economic, physical and environmental issues in the recovery period will be considered. Both structural and non-structural mitigation strategies are examined, as these are promoted through preparedness and planning before, during and after disaster events. Canadian and international case studies of pre- and post-event mitigation will be examined with emphasis on community participation in the local planning process.

40:356 SOCIAL VULNERABILITY IN DISASTER MANAGEMENT (3)
Prerequisite: both of the following: 40:151, 40:152 or permission of Instructor.
As disasters in our modern times have become increasingly human-induced, it is important to understand how human development practices adversely influence the vulnerability of existing populations, as well as the resilience of local governments and communities. This course provides a detailed analysis of the social construction of disasters, that is, how different social characteristics (e.g., race/ethnicity, gender, class, and age) interact before, during and after a disaster. Theoretical perspectives for

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practical application will be examined in order to address current issues related to vulnerability and resilience in disaster management.

40:357 GEOSPATIAL TOOLS FOR DISASTER AND EMERGENCY MANAGEMENT
Prerequisites: 40:151 or 40:152.
This course will expose students to the theoretical and practical context of geospatial technology as a disaster risk management tool. The course will involve a strong laboratory/practical component that will facilitate the application of the theoretical and conceptual foundations to real emergency management scenarios such as flood hazard assessment, drought, wildfire prediction, potential for epidemiological outbreak, as well as assessments and prediction of social and technological risks
3 lecture hours per week, one term.

40:362 DISASTER RESPONSE MANAGEMENT (3)
Prerequisite: both of the following: 40:253, 40:352 or permission of Instructor.
This course focuses on the theory and practice of how organizations manage their responses to emergencies and disasters. The use of incident management systems, emergency operation centres and other response techniques will be considered from conceptual and practical perspectives. Students will become familiar with the roles of community members, government and non- government organizations and the private sector through activities in the Emergency Operations Lab (EOL). Disaster warning systems, evacuation planning, emergency social services, and related topics are to be examined.

40:399 DIRECTED STUDIES IN APPLIED DISASTER AND EMERGENCY STUDIES (3)
Prerequisite: Permission of Instructor.
This course provides a program of directed study in an area of applied disaster and emergency studies selected in consultation with the department and conducted under the supervision of a faculty member. The intent of this course is to provide students with an opportunity to investigate topical area(s) of the discipline through a review of current literature, collection and analysis of data/information, and/or application of techniques not covered at length by current course offerings. Results are typically presented in the form of a major paper or technical report submitted to the department.

40:452 DISASTER AND DEVELOPMENT (3)
Prerequisite: 3 credit hours from ADES at the 200 level or higher or permission of Instructor.
The principles and practices of sustainable economic, social and environmental development are examined in relation to environmental, technical and/or human-induced hazards and disasters. The course brings an international perspective o consideration of how global, national and local development decisions affect the risk of disaster and how hazard mitigation, disaster impacts, and post- disaster relief and recovery processes in turn affect development. Case studies from lesser developed countries and regions as well as affluent societies are used to help students develop a critical perspective on the inter- relationships between development and disaster at the regional, national and local levels. Good practices, successful strategies and the preconditions for social change to reduce disaster risk are emphasized.

40:453 DISASTER RISK COMMUNICATION (3)
Prerequisite: 40:253 or permission of Instructor.
This course presents students both theoretical and applied issues in disaster risk communication. Four main questions will be explored: Who creates what kinds of information about hazards and disasters, how and why? What must emergency managers and the public, respectively, know and when? How and to whom would this information be communicated, why and when? What lessons have disaster researchers learned about how people, organizations, communities and governments move from knowledge to action? Of particular interest in this class are emergency warning systems, community education strategies, barriers to effective communication and new innovations, cultural diversity and other concerns of the risk communicator. Drawing on national and international case studies, students will examine these issues in diverse cultural and institutional contexts.

40:454 INTERNATIONAL COMPARISONS IN EMERGENCY MANAGEMENT (3)
Prerequisite: 40:352 or permission of Instructor.
This course provides students with the opportunity to compare emergency management systems in different countries or jurisdictions. Examining the current practices in different settings will highlight how emergency management is linked to the broader physical, political, economic and social context. Students will understand how different histories have resulted in the variations in legislative frameworks and organizational relationships. The four phases of comprehensive emergency management will each yield topics for consideration including mitigation planning, public awareness programs, incident management systems, and community recovery. Students will adopt one country or issue to study and represent in this seminar-format course.

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40:455 CURRENT ISSUES IN EMERGENCY MANAGEMENT (3)
Prerequisite: 18 credit hours in the ADES department or permission of Instructor.
This course uses a recent or currently unfolding disaster or significant issue to highlight the theories and concepts of emergency management and to refine the advanced student's disaster studies skills. Each year a new event or current issue will be selected as the focus of the course. Therefore, there will be an annual variation in the emphasis; however, each year will address mitigation, preparedness, response, and recovery issues. The social, physical and economic context and the disaster's or issue's consequences on these factors will be examined. Implications for changes to legislation and best practices will be identified. Students should contact the ADES department for more information on upcoming offerings.

40:456 FIELD STUDIES IN ADES (3)
Prerequisite: both of the following: 40:452, 40:454 and permission of Instructor.
This course is designed to provide students experience and instruction in the theoretical and applied aspects of conducting fieldwork to study problems in various aspects of disaster studies and emergency management practice. Course work will involve a mix of classroom instruction and field research/observation. Students will use a variety of data collection strategies, sampling techniques, and specific field methods, equipment and procedures commonly used for disaster and emergency management research. This is followed by analysis and oral/or written presentation of findings. The course involves a fieldwork component in Canada or abroad and the specific destination and duration will be arranged each time the course is offered. Students may be responsible for the costs of travel, meals and accommodations related to the fieldwork component with further information on the logistics being provided in the course outline.

40:457 COMMUNITY-BASED RESEARCH APPROACHES FOR UNDERSTANDING DISASTER RISK
Prerequisite: 3 credit hours of Applied Disaster at the 200 level or higher.
This course introduces various research methods and techniques with a specific focus on community-based participatory action research approaches to understand the interface between social and physical aspects of disasters. Students learn methodologies that allow them to understand the interactions among disaster vulnerability, existing hazards, and community resilience in the context of Brandon community. Because participatory action research requires an on-going collaborative process of learning, students are regularly reminded of collective learning and how to achieve this research approach. Students are involved in developing and organizing various class activities which will aid in preparing for their own research topic and methods that are primarily participatory. The course also involves activities that promote community engagement by exploring and discovering potential community partners for research collaboration. Each year, student’s disaster research projects and their outcomes contribute to course development for future years.
Credit cannot be held for both this course and 40:657.
3 seminar hours per week, one term.

40:463 HAZARD MITIGATION IN LAND-USE PLANNING (3)
Prerequisite: 40:355 or permission of Instructor,
This course will focus on the integration of hazard mitigation into land-use planning. The course will primarily examine current practices and future options in Canada with comparisons to the United Stated, New Zealand, the United Kingdom and other jurisdictions. It is a readings based course with the emphasis on the student’s analysis of the current literature. The course will build on the foundation established in Disaster Recovery and Mitigation (40:355). Rural development and environmental science students will also benefit from understanding the planning process from this perspective.

40:470 APPLIED TOPICS - PROPOSAL PREPARATION (3)
Prerequisite: 24 credit hours of ADES courses or permission of Instructor.
This course guides students through the development of an Applied Topics practicum proposal suitable for either a B.Sc. or B.A. degree. It involves identifying potential topics, discussing appropriate research methodologies and preparing an Applied Topics proposal. The students will also conduct a literature review in support of their topics. This course will help students connect with hosts and arrange their placements for 40:471 Applied Topics in ADES and 40:498 Honours Thesis. The course will encourage peer discussion and review proposals. This course will be delivered primarily through team teaching allowing student access to and interaction with all ADES faculty to assist in the assignment of a suitable faculty advisor. Student wishing to take this course early are encouraged to seek permission.

40:471 APPLIED TOPICS IN ADES (3)
Prerequisite: 40:470 with "C+" or better grade or permission of Chair.

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The purpose of this course is to provide applied disaster and emergency management experience in a supervised professional setting that is geared towards the integration of theory and practice. Emphasis will be placed on the application of concepts, principles and skills acquired from the ADES curriculum. Each student will undertake a research project within the disaster and emergency management field including municipal, provincial, and federal governments, industry, relief and voluntary organizations. The topics course will include hands-on experience in disaster and emergency management issues through an applied project culminating in a final report.
3 hours per week, one term.

40:498 HONOURS THESIS (3)
Prerequisite: both of the following: 40:470, 40:471 and permission of Instructor.
This course allows Honours students the opportunity to include additional academic research to complement their experience in 40:471 Applied Topics in ADES. The focus is on the production of a "publication quality" thesis that contributes to the continued advancement of their disaster and emergency studies and is intended to prepare students for further graduate level research. This course is required by and limited to students enrolled in the ADES 4-Year Honours degree. 40:471 and this course are usually taken consecutively but may be taken concurrently with permission.

40:499 DIRECTED READINGS IN APPLIED DISASTER AND EMERGENCY STUDIES (3)
Prerequisite: Permission of Instructor.
This course is designed to enable a student to acquaint him/her-self more fully with a sub-field of Applied Disaster and Emergency Studies knowledge by means of a series of readings in the subfield concerned.
Students will normally be expected to submit a paper(s) based on the readings involved.

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Appendix 7

Sample of recent position vacancies and associate education requirements. ADES graduates find employment in these or very similar positions.

Manager, Emergency Program, Regional District of Central Okanagan (14/7/25):

> "a degree in Emergency Management, or a related discipline, as well as a minimum of 5 years of experience directly related to emergency/disaster management."

City of Markham Program Manager, Emergency Management: (28/5/25)

> "Bachelor's degree in Emergency Management, Business Administration, Public Administration, or related field (Master's preferred)"

Regional District of Central Kootenay Emergency Program Coordinator (22/5/25):

> "Degree in Emergency Management, Public Safety, Planning, or a related field"

Greater Toronto Airports Authority, Officer - Emergency Management Programs (19/3/25):

> "Minimum of a College Diploma or Bachelor's degree in Emergency/Disaster Management, Aviation Studies, or a related discipline"

Canadian Red Cross, Community Planning and Preparedness Advisor (10/1/25):

> "Advanced degree (or equivalent experience) in Disaster Management, Applied Climate Science or Environmental Science, Human Geography, Public Health, Sociology, or a related field"

Health Authorities Vancouver, Health Emergency Management (HEM) Specialist (29/11/24):

> "A level of education, training, and experience equivalent to a bachelor's degree in emergency management, the social sciences, geography, business administration and/or a related field and five (5) years' recent related experience"

Alberta Energy Regulator, Emergency Preparedness Specialist (25/10/24):

> "Degree in emergency management or other related education"

Calian, Emergency Management Analyst (11//9/24):

> "Undergraduate degree, from a recognized post-secondary institution, in a related field of study (eg: Emergency Management, Disaster and Emergency Studies, Emergency Services, etc.)"

City of Winnipeg, Emergency Management Officer

> "Bachelor's degree or postgraduate qualification in one of the following related fields: Applied Disaster and Emergency Studies, Business Administration/Commerce, Public Administration, Geography, Computer Science and successful completion of emergency management courses. A bachelor's degree or postgraduate qualification with an Emergency Management focus would be considered an asset"