

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, September 6, 2000
1:30 p.m.

AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees Handout

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

III MATTERS FORWARDED FOR INFORMATION

1. Equity Services Office Annual Report 2000 Page 17
2. Report of the Senate Committee on Awards Page 41
3. Statement of Intent: B.Sc. (Major) and B.Sc.
 (Honours) in Geography Page 49
4. Statement of Intent: B.Sc. (Major) in Biology Page 57
5. Implementation Authorizations for COPSE-approved
 Program Proposals Page 64
6. *Senate Handbook* Page 65
7. Senate Orientation Page 66

IV REPORT OF THE PRESIDENT Page 67

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary not later than 10:00 a.m. of the day preceding the meeting.

**VI CONSIDERATION OF THE MINUTES
 OF THE MEETING OF AUGUST 16, 2000**

VII BUSINESS ARISING FROM THE MINUTES

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

1. Report of the Senate Executive Committee Page 84

2. Report of the Senate Planning and Priorities Committee

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

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

1. Report of the Senate Committee on Honorary Degrees Page 85

2. Report of the Senate Committee on Appeals

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

**3. Report of the Senate Committee on Rules and
Procedures with Respect to University 1 Student
Representation on Senate Page 87**

XI ADDITIONAL BUSINESS

1. Request for Student Amnesty Page 95

XII ADJOURNMENT

/Is



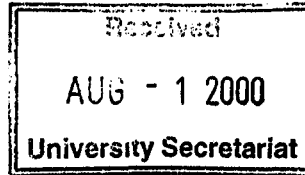
THE UNIVERSITY OF MANITOBA

HUMAN RESOURCES

309 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2

Fax: (204) 474-7505

July 31, 2000



To: Beverly Sawicki, University Secretary
From: Dan Bradshaw, Manager, Human Resource Services
Subject: Equity Services Office Annual Report 2000

This will serve as a request to submit the "Equity Services Office Annual Report 2000" to Senate for the Senate Executive Meeting of August 23, 2000 and the Senate General Meeting of September 6, 2000.

A copy of the report dated July 2000 is enclosed.

It is our intent that the following representatives from the Equity Services Office attend the above-noted Senate meetings in order to comment on the report or answer questions, should questions arise:

Mr. Dan Bradshaw, Manager, Human Resource Services
Ms. Maggie Duncan, Equity Advisor
Dr. Mary Galloway, Employment Equity Officer
Ms. Rosalyn Howard, Diversity Education and Training Coordinator
Ms. Jannine LeMere, Human Rights/Sexual Harassment Investigator

Please confirm with me that the attached report will be submitted for the above-noted Senate meetings and that we will be included on the agenda of those meetings. I may be reached at 474-6634. Thank you for your attention to this matter.

Enclosure

cc Ms. Maggie Duncan
Dr. Mary Galloway
Ms. Rosalyn Howard
Ms. Jannine LeMere
Mr. Michael McAdam

THE UNIVERSITY OF MANITOBA
HUMAN RESOURCES DEPARTMENT

**Equity Services Office
Annual Report 2000**



Submitted: July 2000

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INTRODUCTION

This report has been written to provide information regarding activities undertaken by the Equity Services Office for the period April 1, 1999 to March 31, 2000.

Strategic Planning:

An activity that staff worked on collectively was the development of a strategic plan for the Office. This included the identification of our mandate and mission as follows:

The mandate of the Equity Services Office is to administer the University's *Policies on Human Rights and Sexual Harassment* and to coordinate the University's activities to achieve employment equity and thereby ensure compliance with the requirements of the Federal Contractors' Program.

The mission of the Equity Services Office is to promote a respectful working and learning environment in which individuals are treated equitably and diversity is valued. Equity Services will achieve this mission by fulfilling our mandate and by supporting the University core principles of equity and diversity.

Beyond establishing the mandate and mission, a critical outcome of the strategic planning exercise was the identification of two important strategic issues, namely:

- To facilitate greater ownership across the University community for the setting and achievement of goals related to employment equity.
- To more fully integrate the various aspects of the Equity Services Office into a cohesive operation.

Actions to advance those issues will be implemented in the year 2000-2001.

Staff Changes:

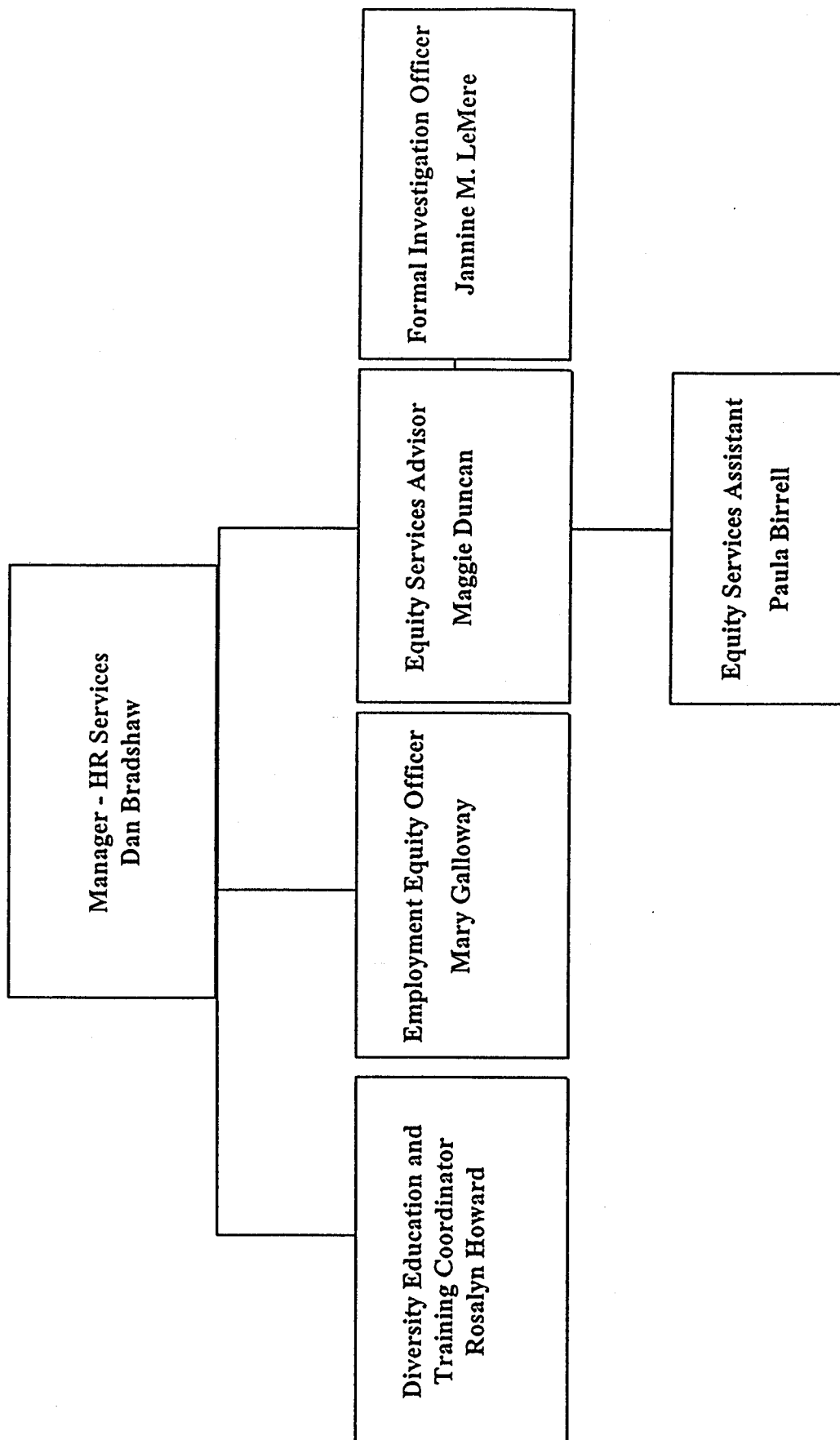
Over the reporting period, staff changes to the Equity Services Office included:

- The departure of Cheryl Kristjanson from the Office. We now have a new Diversity Education and Training Coordinator, Rosalyn Howard;
- The implementation of the position of Equity Services Assistant and the recruitment of Paula Birrell into the position. The implementation of this position will enable the Equity Services Advisor to better serve individuals seeking advice and direction from our Office, and will provide greater support to the activities of the Employment Equity Officer and Diversity Education and Training Coordinator.

The Report/Diversity Education:

Information contained within this report is presented under the main headings Human Rights/Sexual Harassment and Employment Equity. Previous reports have contained a section regarding Diversity Education (as will future reports), but given the lengthy transition between staff responsible for this area, there was limited activity in the reporting period. However, during the reporting period, some specific requests for diversity education were met by the Equity Services Advisor and the Investigation Officer.

HUMAN RESOURCES
Equity Services Office



HUMAN RIGHTS / SEXUAL HARASSMENT

While the nature of our work is always interesting and challenging, the constraints of confidentiality do not generally allow us to report to you in anything but a general way. The following outlines some statistical information about our work over the last year and some trends we have noticed.

INFORMAL COMPLAINTS

Human Rights Report

During the current reporting period there were 10 new files opened and 2 files carried over from the previous reporting period for a total of 12 files. Of these 12 files 8 were informal and 4 were formal. More detail on formal investigations will follow.

Briefly, the informal files involved:

- ◆ Discrimination on the basis of:
 - reasonable accommodation for a physical or mental disability and failure to make reasonable accommodation
 - group membership
 - ethnic origin
 - gender
 - marital status

This year there was an increase in requests for advice and assistance regarding issues of accommodation for disability. In many instances accommodation was easily made. In other instances it was felt that accommodation for the disability was not fully understood by the area where accommodation was requested. This seemed particularly true in the area of mental disability, for example, accommodating the needs of students with chronic depression, anxiety attacks or bi-polar disorder. A factor in accommodating mental disability is awareness of the need. Many individuals with a mental disability are uncomfortable asking for accommodation due to the stigma (perceived or not) that has been attached to mental disability. Awareness of these concerns and understanding of the individual's need for accommodation would assist in alleviating these concerns.

Sexual Harassment Report

During the current reporting period there were 8 new files opened and 8 files carried over from the previous reporting period for a total of 16 files. Of these 16 files, 9 were informal and 7 were formal. More detail on formal investigations will follow.

With respect to the informal cases, some of the concerns involved:

- ♦ inappropriate and unwelcome touching, behaviour and comment
- ♦ sexually harassing e-mails
- ♦ displaying of inappropriate material

In addition to the handling of formal and informal investigations, the Equity Services Office was involved in a number of other matters related to sexual harassment and human rights. These included giving advice, counselling and assistance on an informal basis where no file was opened. This occurred on 51 separate occasions this year. Files were not opened because the matter may have been brief, the complainant may have wished to remain anonymous or the caller was seeking advice on behalf of someone else. In addition many complainants who wish to handle a situation themselves simply come to or call our office first, to seek advice on ways to do this. These "contacts" do not usually require a file to be opened.

Other Activities

Further advice and assistance was given on 21 matters where complainants presented with problems which did not fall under the *Sexual Harassment or Human Rights Policies*. These matters concerned:

- ♦ personal harassment (bullying, threats)
- ♦ employment performance issues (alleged unfair treatment)
- ♦ personal and office relationships

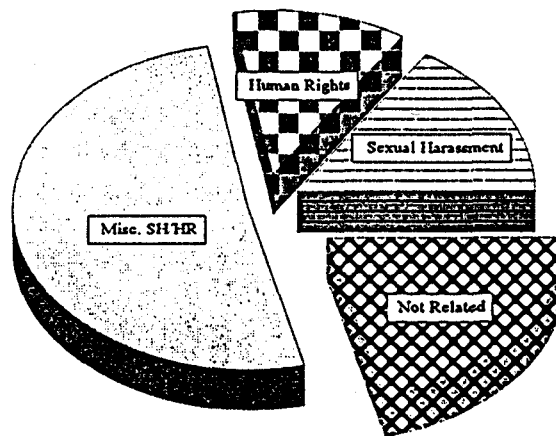
On average 2-3 hours of time was devoted to these matters. Personal harassment concerns accounted for 12 of the 21 matters noted above.

Again this year the ESO made referrals to other areas on campus, for example:

- ♦ Aboriginal Student Centre
- ♦ Chaplains
- ♦ Counselling Service
- ♦ Dean, Director or Department Head

- ♦ Disability Services
- ♦ Human Resources
- ♦ International Centre for Students
- ♦ Ombudsman
- ♦ Security Services
- ♦ Student Advocacy
- ♦ Union
- ♦ Outside agencies, where the concern did not fall within the University of Manitoba's jurisdiction.

**Activities of the Equity Services Office
By Nature of Complaint**



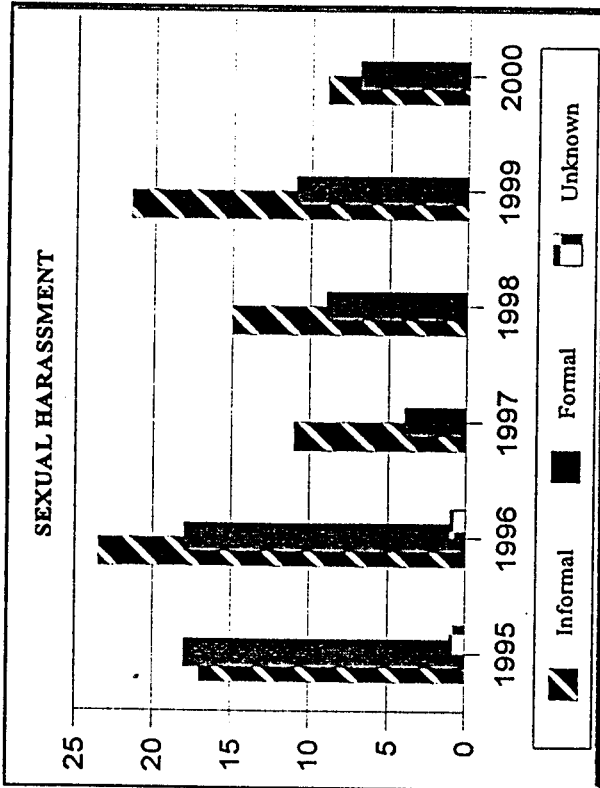
♦ Sexual Harassment 16/100 matters =	16%
♦ Human Rights 12/100 matters =	12%
♦ Miscellaneous Contacts related to Sexual Harassment And Human Rights 51/100 matters =	51%
♦ Contacts not related to Sexual Harassment/Human Rights 21/100 matters -	<u>21%</u>
Total	100%

Maggie Duncan
Equity Services Advisor

FORMAL/INFORMAL COMPLAINTS

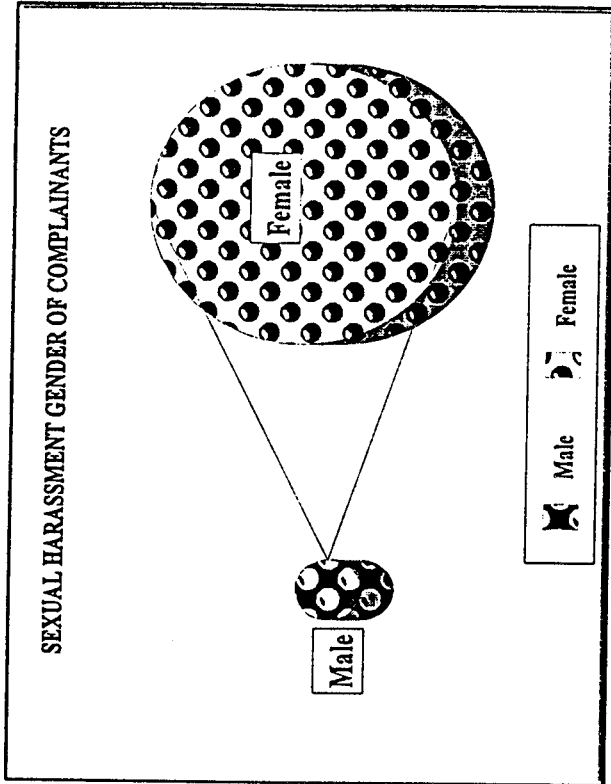
1996 covers a 21-month period due to adjustment in year end

2000 - 7 Formal, 9 Informal

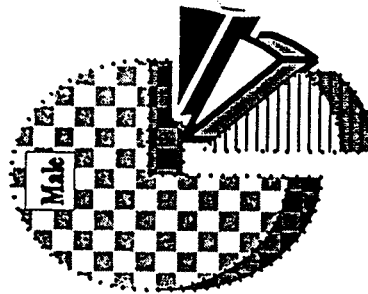


Complainants

2 Male, 14 Female



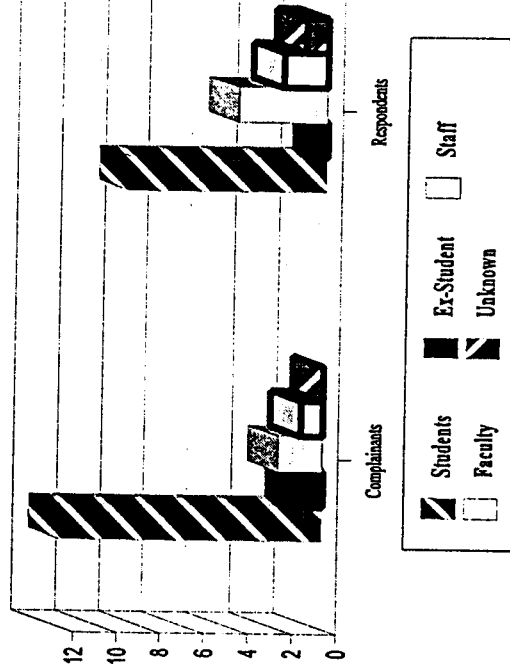
SEXUAL HARASSMENT GENDER OF RESPONDENTS



RESPONDENTS

2 Female, 12 Male, 1 Unknown, 1 Committee

SEXUAL HARASSMENT - POSITION OF COMPLAINANT AND RESPONDENT



Complainants

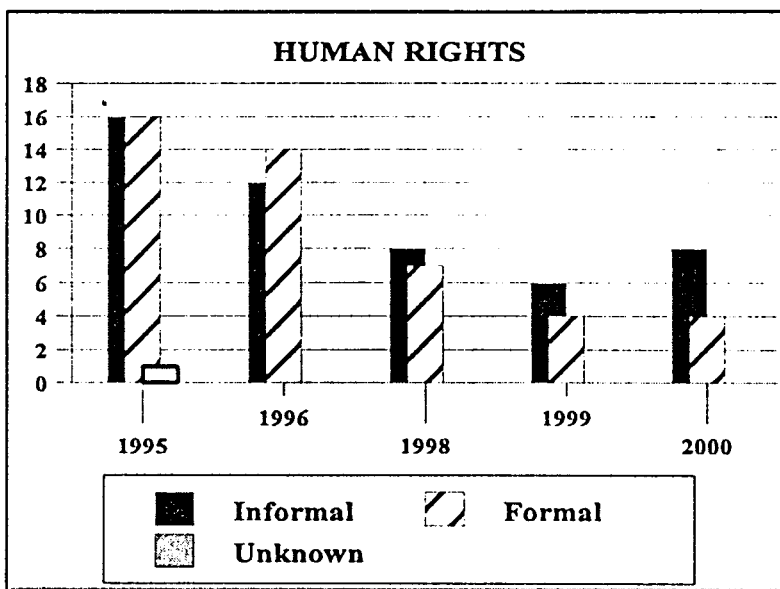
12 Students, 1 Ex-Student
2 Staff, 1 Faculty

Respondents

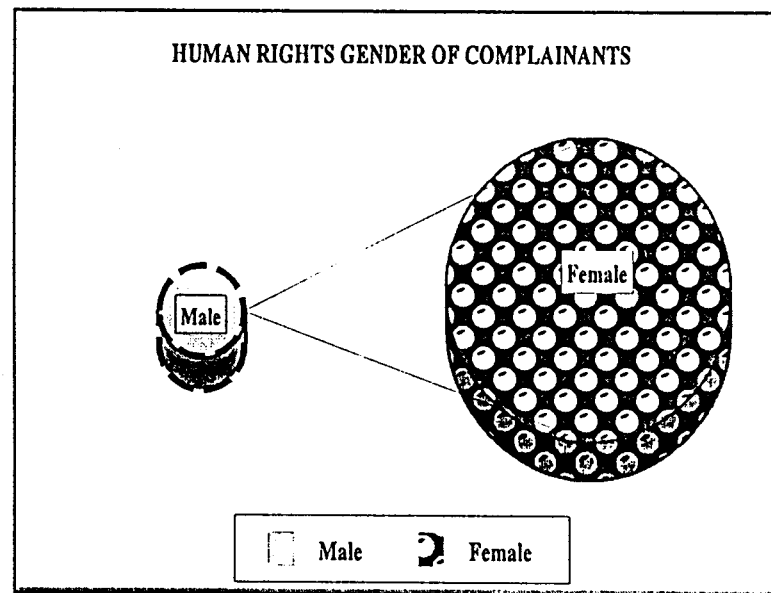
9 Students, 4 Staff
2 Faculty, 1 Unknown

FORMAL/INFORMAL COMPLAINTS

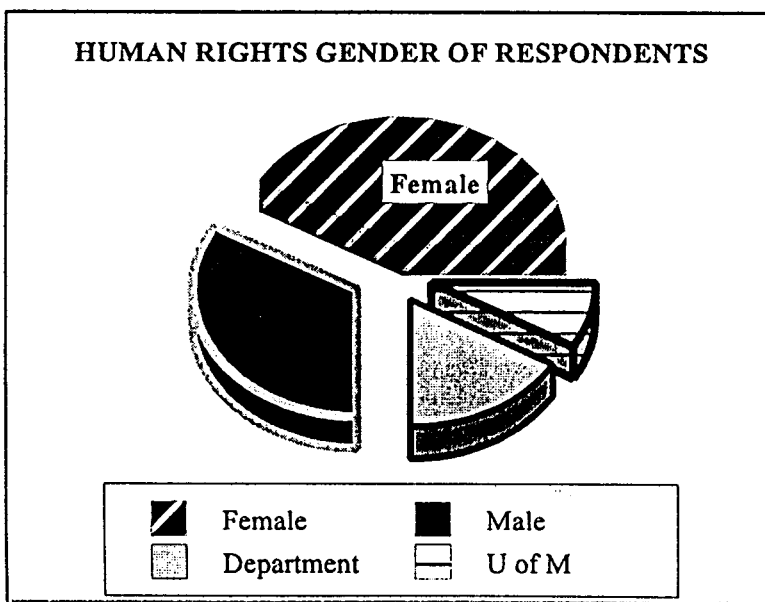
1998 covers a 15-month period due to adjustment in year end
2000 - 4 Formal, 8 Informal



Complainants
3 Male, 9 Female

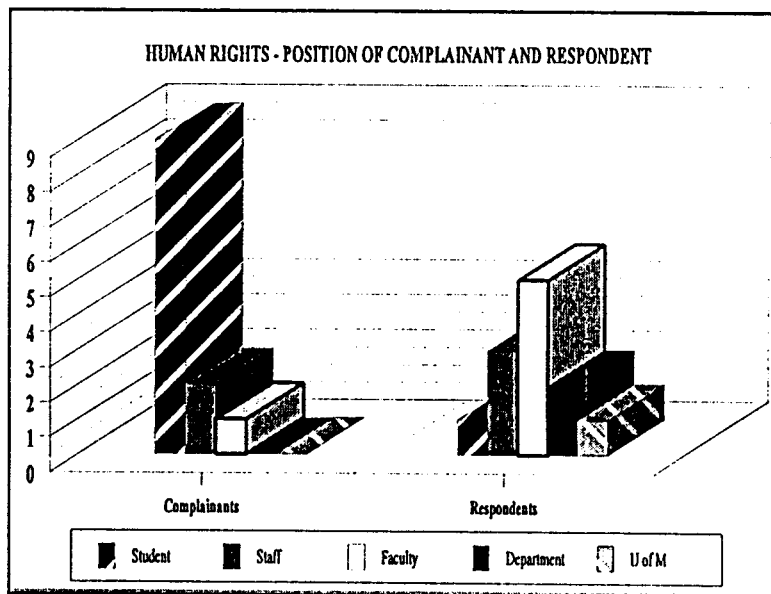


HUMAN RIGHTS GENDER OF RESPONDENTS



Respondents
5 Female, 4 Male, 2 Department, 1 U of M

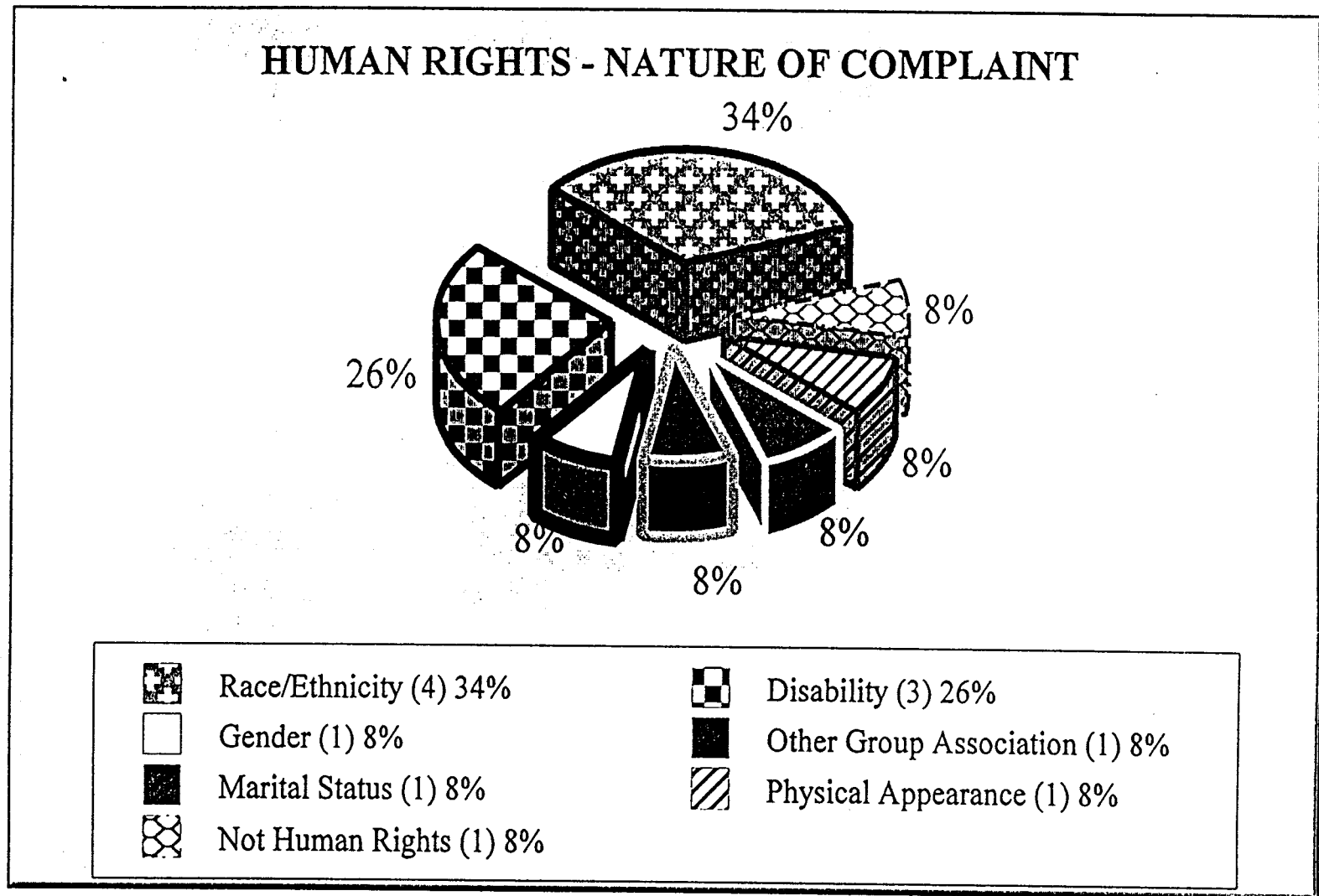
HUMAN RIGHTS - POSITION OF COMPLAINANT AND RESPONDENT



Complainants
9 Students, 2 Staff,
1 Faculty

Respondents
1 Student, 3 Staff,
5 Faculty, 2 Department, 1 U of M

The following chart illustrates the nature of Human Rights complaints the Equity Services Office dealt with in the past year:



FORMAL INVESTIGATIONS

Once again in this year's annual report we have attempted to provide more meaningful information to the reader about the nature of the cases we investigate by providing more factual details from the cases and greater explanations of their resolutions, while at the same time sanitizing the circumstances such that confidentiality is maintained.

Human Rights

060

In this case a student with a physical disability complained that a professor failed to make reasonable accommodations for the disability by failing to provide course notes and overheads in an accessible format. The student withdrew from the course. The investigation found the student's request was reasonable, timely and appropriate and that the professor failed in the duty to accommodate the student. As part of the disposition, the professor was required to upgrade knowledge of reasonable accommodation to disabled students and awareness of the services provided by Disability Services. In addition, the Dean was to arrange a briefing on the issues surrounding reasonable accommodation for the full faculty council. The Vice-Provost's office was charged with the responsibility of improving information in this area to new faculty, Dean's council and in the University calendar. Disability Services was asked to develop a set of general informational guidelines for use by the campus community. The student was given a full refund of the course tuition.

Sexual Harassment

3121

The complainant and respondent were both students who worked in the same area. The case concerned unwanted sexual attention by the respondent in the form of requests for a photo of the complainant in a bikini, questions to her classmates about her personal life and a note of a romantic nature left on her desk. The complainant brought the situation to the attention of the department head and the Equity Services Advisor in an effort to resolve the matter informally. The respondent's office was moved, first to another floor and then to another building, however, his unwanted sexual attention continued and became aggressive. The complainant decided to file a formal complaint. The policy was found to have been breached. The respondent was banned from the complainant's building and ordered not to have any direct or indirect contact with her. He was cautioned that further breaches could result in suspension or dismissal.

3130

The complainant was affiliated with the University and performed work for the institution as an independent contractor and student. She became friendly with her supervisor, the respondent, and socialized with him as part of a group. At one point the respondent wrote a letter to the complainant expressing his romantic feelings for her. When she rebuffed his advances, future contracts that had been promised, vanished. The respondent also wrote a negative letter to the complainant's financial supporter. The complainant felt she had been retaliated against for denying the respondent's overtures, although it appeared the respondent may have overstated the future business prospects. After a formal investigation it was determined that the Policy had been breached. The respondent was required to make a formal apology to the complainant and to take educational sessions on sexual harassment.

3139

This case involved a single situation between two students. The respondent drank the complainant's drink, tried to grab her lunch and eventually ended up struggling with her. They both fell on a couch where he held onto her for several seconds, making her feel very uncomfortable. The respondent wrote an apology to the complainant before the formal complaint was received. The respondent was prepared to have no contact or communication with the complainant while she remained at the University and to take personal education with respect to sexual harassment. The complainant was satisfied with these undertakings and it was agreed that the formal complaint would be withdrawn. The matter was resolved on an informal basis.

3140

This case involved a single allegation of sexual harassment between two staff members, although the respondent was also a student at the University. The complainant had spoken to the respondent on previous occasions and he had invited her to have coffee with him. She had always declined. On the day in question she got into a disagreement with the respondent about a job responsibility. She had to squeeze by the respondent to leave the room, at which point she said he tried to grab her hand and pull her closer to him. A short time later the respondent found the complainant in another room. They had another intense conversation which ended with the respondent asking the complainant to give him a kiss. He was holding her arm at the time. As he let go, his arm brushed against her breast. When the respondent left, the complainant reported the matter and made a formal complaint. The respondent chose not to participate in the investigation. In the meantime the respondent's relationship with his employer had been severed. The policy was found

to have been breached. The respondent was ordered to have no future contact with the complainant, and to educate himself on the issues of sexual harassment by voluntarily attending educational seminars. He was cautioned that repetition of the behaviour could result in his dismissal as a student.

3145

This case is under appeal and therefore no circumstances can be discussed until the appeal is concluded.

3149

This case is under appeal and therefore no circumstances can be discussed until the appeal is concluded.



Each year we try to include in our annual report a brief monograph on a topic of emerging interest to the University community. This year we have chosen to discuss reasonable accommodation in a human rights context.

THE DUTY TO ACCOMMODATE

As institutions and employers have come to recognize the value of a diverse workforce, so too have they been challenged to adapt the work environment to the unique needs that diversity mandates. One area, which has created some confusion, is the duty to accommodate special needs of employees and students.

The starting point for this discussion is the University's own *Policy on Human Rights* which forbids the differential treatment (whether intended or not) of an individual or group based upon the categories outlined in the Policy. These categories include ancestry, colour, nationality, ethnic background, religion, age, sex, gender, sexual orientation, marital or family status, source of income, political belief or physical or mental disability or related characteristics. The Policy further provides that *failure to make reasonable accommodation for the special needs of an individual or group shall be considered a violation of this policy, if such failure is based upon any*

characteristic referred to in the listed categories. Legal precedent has refined the extent of the obligation on the employer or the institution to accommodate special needs. That threshold has been labeled as “to the point of undue hardship”. The employer or institution needs to take substantial or meaningful measures to accommodate the individual. Only excessive disruption or interference with the University’s operations would qualify as undue hardship. Factors relevant to such an appraisal might include financial cost, size of the organization, effect on other students and staff, effect on the facilities and safety issues.¹

The situation most commonly encountered in the area of reasonable accommodation is that of a student with a physical disability, such as a sight or hearing impairment, who requires classroom accommodations to translate visual or verbal materials. A reasonable accommodation might include the provision of a sign language interpreter at the University’s expense so that the student is not denied access to the educational services other members of the public are readily able to obtain. In the case of a wheelchair-bound student it might require the provision of an elevator to gain access to a building or floor where the class is being offered or it might mean facilitating a video link for the student at another accessible location. Being given more time to complete their examinations or writing in a separate room may accommodate students suffering from anxiety or panic attacks.

What is clear from the case law is that each accommodation must be tailored to the particular needs of the student or employee. The onus is on the institution or the employer to explore possible accommodations before denying a request.

Jannine LeMere
Investigation Officer

¹ For more information on resources contact the Equity Services Office or Disability Services.

EMPLOYMENT EQUITY

Annual Report 1999 - 2000

1. INTRODUCTION

As a participant in the Federal Contractors Program, the University has developed an employment equity program that both meets the requirements of the federal government and at the same time satisfies the University's own requirements to further the achievement of equity and fair treatment for employees. The last review by the federal government of the University's progress in achieving employment equity was in 1998-1999.

The University's progress in achieving employment equity is due to efforts and initiatives of faculties, schools and other administrative units as well as Central Administration. This report covers the activities of the Equity Services Office in ensuring the University meets its commitments on employment equity.

This report covers the period April 1999 - March 2000.

2. PROGRESS TOWARD MEETING COMMITMENTS, FEDERAL CONTRACTORS PROGRAM

2.1. Employment Systems Reviews

The major focus of this year's activities is the on-going program of employment systems reviews (ESRs) by faculties, schools and administrative units. These entail reviews by academic and administrative units of their own employment practices, i.e., the ways in which units implement policies and practices in recruitment, selection, promotion, tenure, training and termination of their academic and support staff, and working conditions. The program also includes the setting or revision of unit-based staffing goals in the context of the University's employment equity program and its commitments to the Federal Contractors Program.

This year, five faculties and schools: Art, Continuing Education, Education, Physical Education and Recreational Studies and Music comprise the second phase of employment systems reviews. The ESO's contribution to the ESRs

includes workshops on various steps of the reviews, two of which were developed following the first phase of reviews; revisions to Equity Services' manual on conducting ESRs and compliance with University requirements in ethics in research involving human subjects.

2.2. Achievement of a Representative Workforce

All University occupations have now been coded according to the current federal job coding system implemented by the federal government for the 1996 census. The National Occupational Codes (NOCs), which replace the former Standard Occupational Codes (SOCs), are currently used by the federal government for the Canadian labour force. The conversion to NOCs is essential for comparing the University's representation of the designated groups with that in the Canadian labour force.

2.3. Special Measures and Reasonable Accommodation

The ESO, in collaboration with the Office of the Vice-President (Academic) and Provost, provides workshops for search committees for academic appointments. Directed to chairs of search committees, as per the policy on Academic Recruitment, these workshops are now open to any potential and current members of search committees as well as support staff supporting academic searches.

Two series of information sessions were given this year, attended by 20 participants, including four deans and associate deans, five department heads, nine faculty members chairing or participating on search committees. Over 260 people have now attended these sessions, 225 academics and 37 support staff; 24 have attended more than once.

As part of its program to encourage recruitment of people with disabilities, the University of Manitoba entered into a partnership with Reaching E-Quality Employment Services (REES) to provide work-experience opportunities for people with disabilities. The Equity Services Office coordinated the University's participation. The program is funded by the Opportunities Fund, HRDC, and provides work-experience for people with disabilities. The work experience interns receive a training allowance from REES for up to twelve weeks. To date, five academic and administrative departments have hosted interns, providing on-site training and work experience. Two departments have hired their interns in term positions. The University will be continuing

with this partnership with REES following HRDC's renewal of its support for REES' program.

Equity Services Office organized a forum on *Recruitment of Aboriginal Academics* in May 1999. Supported by an award from the Employment Equity Incentive Fund, the forum was directed to deans and directors, and included participants from the President's Office, the University of Manitoba Faculty Association, other senior administrators, Aboriginal leaders, faculty and students.

3. PRIORITY ANNUAL ACTIVITIES

3.1. Academic Recruitment

The Employment Equity Officer served on five academic search committees as a non-voting member; met at least once with an additional seven academic search committees in Agriculture, Arts and Science, and responded to over 85 queries on recruitment of academic and support staff.

3.2. Applicant Tracking, Summary of Academic Searches

The Equity Services Office assists academic search committees by collating information on Canadians and members of designated groups among applicants. The Equity Services Office maintains databases on applicant tracking and summaries of academic searches.

3.3 Employment Equity Incentive Fund

The seventh annual competition for Employment Equity Incentive Fund awards was held in June 1999. Two changes were implemented this year: the Fund no longer provides baseline funds, only budget-only funds, and it offers a limited number of two-year awards. Thirteen proposals were received, requesting a total of \$335,000 (\$194,000 for one year and, for six proposals, an additional \$141,000 for a second year). The adjudication committee made eight awards amounting to \$88,000 for one year support and \$28,000 for a second year of support for two proposals. The awards were for the recruitment and retention of designated groups, enhancement of training in and awareness of Aboriginal cultures and the needs of people with disabilities, and provision of reasonable accommodation for a disability. The awards for 1999-2000 are listed in Appendix I.

This year the Fund had three requests for special equipment to accommodate employees with disabilities. Two additional proposals were received after the formal competition and are still being considered. This is a comparatively high number; in the previous seven years, it received only five such requests.

4. COMPLAINTS AND INFORMATION DISSEMINATION

4.1. Complaint of Systemic Discrimination: Manitoba Human Rights Commission

The Manitoba Human Rights Commission is continuing with its investigation of a complaint, lodged in 1990, of systemic discrimination by the University against women in employment. The Employment Equity Officer continues to work with the University legal counsel in preparing responses to the Commission's requests for information on recruitment and representation of women academics. The Commission is still investigating the complaint.

4.2. Concerns of Employees

The Employment Equity Officer handled numerous enquiries and complaints from employees on working conditions. Some issues require clarification of responsibilities, consultation with or referral to the appropriate University office. Those requiring meetings and/or written responses include:

- complaints about artificial barriers to career advancement,
- complaints about unfair job competition and workload,
- complaints about lack of reasonable accommodation,
- complaints about hostile work environment,
- complaints of discrimination in working conditions,
- complaints about unfair treatment in the workplace,
- concerns about an exclusionary work environment,
- concerns about spousal placement.

Two cases concerning reasonable accommodations were prompted by temporary disruptions to the University campus during the Pan Am Games, and lack of awareness of the needs of people with disabilities among temporary staff employed by the Pan Am Games.

The Employment Equity Officer also handled over 30 requests for information from the University community on the University's employment equity program and practices, reasonable accommodation, equity implications in University procedures and employment equity in general.

OTHER UNIVERSITY ACTIVITIES

The Employment Equity Officer:

- prepared responses on behalf of the President's Office to enquiries from external agencies and individuals on discrimination against women; provided data to the President's Office on representation of designated groups among the University's academic staff and the University's recruitment of designated groups.
- collaborated with Public Affairs in responding to criticisms of the University and its employment equity program in the media, and responded to media requests.
- participated in two projects of the Human Resource Systems Review/ Human Resource Information System Development initiative: Re-engineering the Hiring Process, and Service-Career Progression Tracking and Staff List Compilation.
- served on a job reclassification committee; assisted in the recruitment of an administrative officer (diversity education and training coordinator).
- worked with Administrative Systems, IST, in handling the potential of Y2K problems for Equity Services.
- provided University of Manitoba students with information on employment equity, both through interviews as well as by lending materials.
- gave lectures on employment equity and pay equity for courses in the Faculty of Management.

6. LIAISON WITH EXTERNAL INSTITUTIONS AND AGENCIES

The Employment Equity Officer is the contact person for the Federal Contractors Program. The FCP has provided the University with data on the Canadian labour force based on the 1996 census and on 1996 graduates of Canadian universities and colleges.

Equity Services Office works with Reaching E-Quality Services to support recruitment of persons with disabilities. It hosted a trainee with disabilities in a work-experience program.

The Employment Equity Officer responded to requests from other universities in Canada and the United States on academic recruitment, representation of designated groups, pay equity/equity in salary studies, compliance review requirements, employment systems reviews, spousal placement policies and practices, reasonable accommodation, as well as other policies related to fair treatment and working conditions.

The Employment Equity Officer responded to enquiries from other employers in Manitoba, advocacy agencies and individuals on the University's employment equity program, recruitment opportunities and practices and employment equity in general.

7. PRIORITIES FOR NEXT YEAR

7.1. Elimination of Systemic Barriers

- continuing with employment systems reviews by faculties and schools.

7.2. Achievement of a Representative Workforce

- updates on the representation of the designated groups in the University workforce,
- application of the new National Occupational Codes now used by the federal government to the University workforce profiles, and
- comparisons of the University representation of designated groups with that in the qualified labour force, as determined by the 1996 census and graduates of Canadian universities in 1996.

7.3. Special Measures and Reasonable Accommodation

- reviews of policies and procedures of recruitment of academic and support staff, including enhancing information sessions and providing guidelines and other supporting materials to those involved in hiring.
- preparation of informational materials for administrators, managers and supervisors on job accommodation for members of all designated groups, and on special equipment available at the University for persons with disabilities.
- development of specific strategies to improve the hiring, retention and career advancement of designated groups.

7.4. Establishment of a Favourable Climate

- preparation of new or revised brochures and other informational materials on employment equity and related issues.
- collaboration with Equity Services personnel in education and awareness workshops and presentations.

Mary Galloway
Employment Equity Officer

APPENDIX I

**University of Manitoba
Employment Equity Incentive Awards
1999 - 2000**

Elder-in-Residence/Cultural Counsellor Teaching Lodge Program. Elders Providing Traditional Knowledge Education. Aboriginal Student Centre, Student Affairs: \$12,000 in budget-only funds.

Aboriginal Education Coordinator: Two Year Secondment. Department of Educational Administration, Foundations & Psychology, Faculty of Education: \$12,000 in budget-only funds, renewable for 2000 - 2001.

Hiring of an Outstanding Female Academic for Teaching and Research in Structural Engineering. Faculty of Engineering, Department of Civil and Geological Engineering: \$16,000 in budget-only funds, renewable for 2000 - 2001.

Faculty of Physical Education and Recreation Studies Aboriginal Inclusivity and Cultural Sensitivity Project. Faculty of Physical Education and Recreation Studies: \$15,000 in budget-only funds.

Ergonomic Office and Computing Facilities. Department of Computer Science, Faculty of Science: \$8,000 in budget-only funds.

A strategy to Recruit and Support Culturally-Appropriate Sessional Instructors for the Bachelor of Social Work Programme. Faculty of Social Work: \$12,000 in budget-only funds.

Institutionalizing the Mentorship Program Within the Faculty of Social Work. Faculty of Social Work: \$12,000 in budget-only funds.

Access Awareness Days on Campus. Disability Services: \$1,000 in budget-only funds.

Senate Committee on Awards Report to Senate - August 4, 2000

Report of the Senate Committee on Awards respecting Awards**Preamble**

The Senate Committee on Awards (SCOA) terms of reference include the following responsibility:

"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under Policy No. 419, such offers shall be submitted to Senate for approval." (Senate, April 5, 2000)

At its meeting on August 1, 2000, SCOA reviewed five new award offers and eight award amendments, and reports as follows.

Observation

1. On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve five new awards and eight award amendments as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated August 4, 2000). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Ewa Morphy for

Professor R. Baydack, Chair
Senate Committee on Awards
RB/em

APPENDIX "A"**OFFERS****MICHAEL RANDOLPH HAWRYSH AWARD FOR ACHIEVEMENT IN
BIOSYSTEMS ENGINEERING**

In memory of Michael Randolph Hawrysh, his family has established an endowment fund at the University of Manitoba to recognize achievement in Biosystems engineering.

Michael Hawrysh was born in Winnipeg, Manitoba, in 1959 and he attended River East Collegiate. University studies in Agricultural Engineering (now Biosystems Engineering) followed and, after graduation, he commenced employment in the agricultural manufacturing sector. His commitment to engineering and his willingness to tackle a challenge led him to the Royal Canadian Mint, where he was employed as a productions engineer at the time of his tragic passing in 1996. Michael Hawrysh was an avid sportsman and a devoted family man and his death was mourned by his family, relatives, and many friends. It is the wish of all those whose lives were enriched through having known Michael that others who share his passion for life and his commitment to engineering be recognized in their endeavors.

In the fall of 2000, this award will be offer for the first time and it will be valued at \$500. In future years, the award value will be determined by the available annual income from the fund supporting it. The award shall be offered to an undergraduate student who:

- (1) has completed at least one year of full-time study in the Department of Biosystems Engineering in the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum cumulative grade point average of 3.0;
- (3) continues as a full-time student in the Department of Biosystems Engineering;
- (4) is deemed by the selection committee as being the most well rounded of all applicants, based on a combination of academic achievement and a level of extra-curricular involvement as demonstrated in writing through the application process.

Applicants will be required to submit a brief summary of their extra-curricular involvement (including volunteer activities, community involvement, and sports involvement, etc...) in order to be considered for this award.

The selection committee shall be named by the Dean of the Faculty of Engineering.

Senate Committee on Awards Report to Senate - August 4, 2000

EVE LEV WERIER AWARD IN ENGLISH

Mr. Roy Lev has established a fund at the University of Manitoba in memory of his sister, Ms. Eve Lev Werier. Eve Lev was born and raised in North Winnipeg and, after her marriage to veteran journalist Val Werier, lived in the River Heights area of the city. Here, the Weriers brought up and raised their three children, Michael, Jonathon, and Judy. All three children attended the University of Manitoba and continue to live in the Winnipeg area. Throughout her life, sadly cut short when she died of a brain tumor at the age of 52, Eve Werier was an avid reader with wide-ranging tastes in literature. As a child, she read her way through the St. John's Library. She preferred fiction but delved into everything she considered good writing and carried home masses of books and magazines every week. This well-read wife and mother was also an articulate supporter of environmental causes. In honour of her conviction, the City of Winnipeg, the Province of Manitoba government and Ducks Unlimited (Canada) dedicated the Eve Werier Waterfowl Pond in Assiniboine Forest in her memory in the fall of 1980.

The annual interest generated by this memorial fund shall support a bursary to be offered to an undergraduate student who:

- (1) is enrolled full-time in the Major, Advanced, or Honours program in English, in the Faculty of Arts at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee shall be named by the Head of the Department of English.

**BETTY MORTON CHRISTIAN SCHOLARSHIP
AND BURSARY IN HUMAN ECOLOGY**

Ms. Betty Morton Christian, a graduate of the School of Home Economics at the University of Manitoba in 1942, has established an endowment fund at the University to provide support to today's Human Ecology students. The Manitoba Scholarship and Bursary Initiative also made a contribution to this fund. Betty Morton was born on a farm near Wawanessa, Manitoba. Her father was from Scotland and her mother was Canadian. Betty attended the Winnipeg public schools prior to attending the University of Manitoba. While at University, Betty was a member of the Alpha Phi Sorority, participated in track and field as well as in swimming and diving. Following her studies at the University of Manitoba, Betty went on to receive a Masters degree in Child Development from Iowa State University in 1943. As a resident of Wichita, Kansas since 1946, Betty has worked extensively in child development and education programs. Today, she enjoys travel as well as competition through the Master's Swimming and Diving program. In 1996, while competing at the World Masters Meet in England, she broke three swimming records and one diving record.

Annually, a scholarship valued at 40 percent of the available annual income from the fund, shall

Senate Committee on Awards Report to Senate - August 4, 2000

be offered to the undergraduate student who:

- (1) has completed at least one year of full-time study in the Faculty of Human Ecology at the University of Manitoba;
- (2) has declared a major in the Department of Family Studies (specifically in the Child Studies concentration);
- (3) has achieved the highest standing among all students with a declared major in this program in a given year;
- (4) continues as a full-time student in Family Studies (Child Studies concentration).

The remaining 60 percent of the available annual income shall provide bursaries, the number and value of which shall be determined each year by the selection committee. The bursaries shall be offered to undergraduate students who:

- (1) are enrolled full-time in the Faculty of Human Ecology at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for both the bursaries and the scholarship shall be named by the Dean of the Faculty of Human Ecology.

GLADYS BURNS AWARDS IN THE FACULTY OF NURSING

Through a generous gift from Dr. James Burns, and a contribution from the Manitoba Scholarship and Bursary Initiative, an endowment fund has been established at the University of Manitoba in memory of Dr. Burns' mother, Mrs. Helen Gladys Burns (nee Mackay). Gladys Mackay was born in Winnipeg, Manitoba, in 1899. She graduated from the Winnipeg General Hospital School of Nursing in 1921. She married Charles William Burns, LLD, M.D., FRCS. Despite the fact that she left her nursing profession once she married, Gladys Burns maintained a life-long interest in nursing and medicine.

Awards from this fund will first be made in the fall of 2000. Until such a time when this fund self-sustains awards at the values listed below, Dr. Burns wishes to provide annual contributions to cover the awards. In the future, the available annual income from the fund shall support these scholarships and bursaries in the Faculty of Nursing.

Thirty percent of the available annual income (initially \$5,250) shall provide the Gladys Burns Bursaries, the number and value of which shall be determined each year by the selection committee based on the individual needs of the applicants in a given year. These bursaries will

Senate Committee on Awards Report to Senate - August 4, 2000

be offered to undergraduate students who:

- (1) are enrolled full-time in the Faculty of Nursing;
- (2) have achieved a minimum cumulative grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Twenty percent of the interest (initially \$3,500) shall be split equally between three Gladys Burns Entrance Scholarships, each valued at \$1,100, to be offered to the top three undergraduate students entering the Faculty of Nursing from University 1 or from another institution. These students must be enrolled in 80 percent of a full-course load.

Twenty five percent of the interest (initially \$4,375) shall be split between the top three undergraduate students as three scholarships at \$1,400 each in the BPRN Program (these awards are to be called the Gladys Burns BPRN Scholarship). These students must be enrolled in 80 percent of a full-course load.

The remaining 25 percent of the available interest (initially \$4,375) shall be split between three Gladys Burns Scholarships, valued at \$1,400 each, to be offered to the top two undergraduate students entering the third year of the program in the Faculty of Nursing and the top undergraduate student entering the final year of the program in the Faculty of Nursing. These students must be enrolled in 80 percent of a full-course load.

The selection committee shall be named by the Dean of the Faculty of Nursing.

MARGUERITE SIMONS AND FAMILY BURSARY

Mrs. Marguerite Simons, prior to her passing in the spring of 1999, presented a \$10,000 gift to The University of Manitoba to establish a fund to support students in the Faculty of Agricultural and Food Sciences. Her gift was matched by the Province of Manitoba through the Manitoba Scholarship and Bursary Initiative. Mrs. Simons was a strong wife and mother and raised her family in a special way through all types of adversity. She worked as a young mother and continued her career after the passing of her husband, Jack, in 1963, as a single mother. Her career focused in the areas of advertising and communications and she spent ten years with the Government of Manitoba, directly leading to her retirement. Marguerite's retirement was spent travelling to Nova Scotia to visit family and friends, with later travels to more exotic locations, staying active in the Bronx Community Club in North Kildonan and as a founding member of the North Kildonan Good Neighbours Seniors Club, and spending weekends at the family cottage. Marguerite always encouraged her children to pursue a university education. Her son, John, the family representative for this award, completed his studies at the University of Manitoba in the Faculty of Agricultural and Food Sciences, and his two daughters are also pursuing careers in this field, one having graduated with a Bachelor of Science in Agriculture from the University of Manitoba and the other currently enrolled in the Faculty of Agricultural and Food Sciences.

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This fund will provide bursaries, the number and value of which shall be determined from year to year, to undergraduate students who:

- (1) are enrolled full-time in the degree program in the Faculty of Agricultural and Food Sciences;
- (2) have achieved a minimum cumulative grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Preference in selection shall be given to students who are resident of an urban, rather than a rural, community.

The selection committee shall be named by the Dean of the Faculty of Agricultural and Food Sciences.

AMENDMENTS

ADDISON-WESLEY LONGMAN BOOK AWARDS

As the name of the donor company of these awards has changed, the awards will now be called the Pearson Education Canada Book Awards.

KATHY WINDSOR MEMORIAL SCHOLARSHIP

The terms of reference for this award shall now indicate that it is to be valued at one half of the available annual income from the fund, starting in 2000. The second half of the available income shall be used to create an upcoming award in the Faculty of Engineering.

ENGINEERING ACADEMIC EXCELLENCE AWARDS

Due to the growth of the fund supporting these awards, the values of all four awards are to be increased. Starting in the year 2000, the two awards previously valued at \$1,000 will now be valued at \$1,100 and the two previously valued at \$600 will now be valued at \$700 each. The two awards offered in Mechanical and Industrial Engineering will no longer be available, but will rather be offered to students in the Department of Electrical and Computer Engineering. Also, starting in the year 2000, one additional award will be added to these four. It will be valued at \$1,100 and it will be awarded to the student with the highest standing in the second year of study in Civil Engineering who goes on to the third year of study in the same field. The minimum grade point average requirement for these five awards will now be 3.8 (previously 3.5).

ISBISTER UNDERGRADUATE SCHOLARSHIPS

As a result of a recent review of the levels of enrolment in each Faculty and School and with the

Senate Committee on Awards Report to Senate - August 4, 2000

inclusion of University 1 as a new program now eligible for an Isbister Undergraduate Scholarship, the allocations of Isbister Undergraduate Scholarships to Faculties and Schools are to be amended. Based on full-time student enrolment in each Faculty/School, it was determined that a Faculty/School with an enrolment of 370 or fewer students is to receive one Isbister Scholarship. Faculties and Schools with more than 370 full-time students are entitled to an additional Isbister Scholarship per every group of 370 students in that Faculty/School. Below are the new allocations for the Isbister Scholarships. These numbers are to be reviewed against new enrolment figures in 2001, 2002, 2005, 2010 and every five years after that time and the allocations are to be adjusted accordingly.

The following are the allocations, starting in the year 2001:

Faculty of Arts - 6
 Faculty of Science - 6
 Faculty of Education - 4
 Faculty of Agricultural and Food Sciences - 2
 Faculty of Human Ecology - 1
 Faculty of Law - 1
 Faculty of Management - 4
 School of Art - 1
 School of Music - 1
 Faculty of Nursing - 2
 Faculty of Pharmacy - 1
 Faculty of Physical Education and Recreation Studies - 2
 Faculty of Social Work - 1
 School of Medical Rehabilitation - 1
 Faculty of Engineering - 3
 Faculty of Architecture - 1
 Faculty of Dentistry - 1
 School of Dental Hygiene - 1
 University 1 - 8

FACULTY OF LAW ENTRANCE SCHOLARSHIPS

In order to clarify the operation of this award program, its terms of reference are to be amended to reflect, first of all, that no awards will be offered in the year 2000-2001. Secondly, the terms will state that the Faculty of Law *may* offer these awards annually - currently the terms state that the Faculty *will* offer these awards annually. The terms will also state that these awards, when offered, are to be valued at \$5000 each and that the number of individual awards is to be determined from year to year by the Endowment Fund Committee of the Faculty of Law.

BERESKIN & PARR PRIZE IN INTELLECTUAL PROPERTY

The value of this prize is to increase from \$100 to \$500, effective in academic session 2000-2001.

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PRESS RADIO BURSARY

The Winnipeg Foundation wishes to increase the annual allocation to these bursaries from \$5,100 to \$5,700, starting in the year 2000.

DONALD VERNON SNIDER MEMORIAL FELLOWSHIP

The value of this fellowship is to increase from \$5,500 to \$6,000 in the year 2000.



THE UNIVERSITY OF MANITOBA

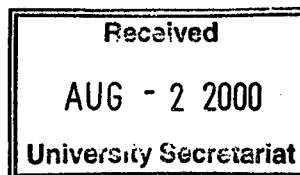
OFFICE OF THE PRESIDENT

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2

1 August 2000

Fax: (204) 275-1160

Dr. Leo LeTourneau
Executive Director
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, MB R3C 0C4



Dear Dr. LeTourneau,

Statement of Intent for B.Sc. (Hon) and B.Sc. (Major) in Geography

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent for the creation of two new degrees: a B.Sc. (Hon) and B.Sc. (Major) in Geography.

These 'new' programs are similar to but distinct from the current B.A. degrees in Geography offered by the Faculty of Arts. These Science degree programs are designed: (a) to strengthen the academic background of those students interested in the scientific aspects of contemporary geography; (b) to provide adequate skills for students pursuing careers in fields within physical geography and quantitative geographical methodologies; (c) to provide a range of degree options similar to those existing in the overwhelming majority of Canadian and U.S. Geography departments; and (d) to integrate more effectively physical geographical academic training with undergraduate and graduate level teaching in environmental science at the University of Manitoba.

These new programs will make use of existing courses and staff, and can be offered without additional resources from COPSE.

If your Council requires any additional information, please contact me directly,

Sincerely,

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
James S. Gardner, Vice-President (Academic) & Provost
James C. Jamieson, Dean, Faculty of Science
Bev Sawicki, University Secretary

❖ Council On Post-Secondary Education

STATEMENT OF INTENT**Institution**

- | | |
|--|--|
| <input type="checkbox"/> Brandon University | <input type="checkbox"/> Assiniboine Community College |
| <input checked="" type="checkbox"/> University of Manitoba | <input type="checkbox"/> Keewatin Community College |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River Community College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

- Program Name: Bachelor of Science in Geography
- Credential to be offered: B.Sc. (Major) and B.Sc. (Honours)
- Does the program require accreditation from a licencing group? ☐ YES ☒ NO
- Length of the program: 4 ☒ Years ☐ Months ☐ Semesters
- Proposed program start date: 1/ 9/ 2002
Day/Month/Year
- Which department within the institution will have responsibility for the program
Department of Geography
- As compared to other programs your institution will be proposing, is the priority of this program:
 - ☒ High
 - ☐ Medium
 - ☐ Low
- Is this a new program? ☒ YES ☐ NO
 - Is this a revision of an existing program+: ☐ YES ☒ NO
 - What are the impacts of changing this program?

- Will the program be available to part-time students?
B.Sc. (Major) program yes; B.Sc. (Hons.) program no
To the extent allowed by Major program guidelines. ☒ YES ☐ NO
- Will this program have a cooperative education component?
If YES, how long with the field placement be? ☐ YES ☒ NO
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☐ YES ☒ NO
Provide Details:
No procedures beyond the existing ones are envisaged.
- Will there be distance delivery options? ☒ YES ☐ NO
Provide Details:
Some of the required courses for the proposed programs are currently available through distance delivery.
- Will this program be delivered jointly with another institution? ☐ YES ☒ NO
If YES, name the institution
- Are similar programs offered in Manitoba or other jurisdictions? ☒ YES ☐ NO
If YES, indicate why this program is needed (e.g., area of specialization)
Brandon University offers a 3-year Major and a 4-year Specialist B.Sc. programs in Geography. Brandon University also offers a 4-year B.Sc. in Geography with an Environmental Studies concentration. The University of Winnipeg offers 3- and 4-year B.Sc. programs in Geography, and 4-year Honours B.A. in Geography and 3- and 4-year B.A. and S.Sc. programs in Environmental Studies. Most Canadian universities offer B.Sc. programs in Geography. Other B.Sc. Geography programs offered in this province are not accessible to most University of Manitoba students. For the first time, the proposed new programs will make science degrees with a specialization in Physical Geography available to University of Manitoba students.
- What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?
Transfer of credit for courses completed at other institutions will be possible through existing procedures.

Specific Program Information

1. Program Description

●Describe the program and its objectives:

Two 4-year degree programs in the Faculty of Science are being proposed. The first program is a B.Sc. Major in Geography. The second program is a B.Sc. Honours in Geography. The principal reasons for proposing these programs are: (a) to strengthen the academic background of those students interested in the scientific aspects of contemporary geography; (b) to provide adequate skills for students pursuing careers in fields within physical geography and quantitative geographical methodologies; (c) to provide a range of degree options similar to those existing in the overwhelming majority of Canadian and U.S. Geography departments; (d) to integrate more effectively physical geographical academic training with undergraduate and graduate level teaching in environmental science at The University of Manitoba.

Introduction of these programs effectively contributes to the implementation of recommendations in both the University's and Faculty's strategic plans. Specifically, the programs satisfy Recommendations 57d and 58f of Building on Strengths: Final Report of the Task Force on Strategic Planning, and Recommendation 45 of the Faculty of Arts Strategic Planning Report.

●Provide an overview of the content to be taught in this program:

Both B.Sc. (Major) and B.Sc. (Honours) programs will require 120 credit hours of course work. For entry into these programs, students must have completed the University 1 requirements, including 6 credit hours of introductory geography courses (human and physical geography), and the English language and mathematics requirements.

In each of years two, three and four of both degree programs, students will take a minimum of 18 credit hours from a core curriculum. The core curriculum is comprised of mainly Geography courses structured into 3 streams, and some courses from other units. The Geography courses within the core curricula are structured into three streams of specialization: climate theory; environmental change; and geomatics. A choice of courses is offered in each of these streams. Students will take a minimum of 9 credit hours per year from a single stream, while the balance of the 18 credit hour requirement (the remaining 9 credit hours) will be taken from any courses within the core curriculum.

In addition to the 18 credit hours of the core curriculum courses per year, students will normally take a minimum of 12 credit hours per year from an elective curriculum which includes all 200/300/400 geography courses and selected courses from the following disciplines: statistics, environmental science, geology, applied mathematics, physics and astronomy, zoology, plant science, soil science, and engineering.

In their fourth year, students in the B.Sc. (Honours) program will complete an Honours thesis which will represent 6 credit hours of the 18 credit hour minimum core course curriculum requirement for that year.

2. Enrollment

- What is the program's initial projected enrollment?

15 students in B.Sc. (Major)

10 students in B.Sc. (Honours)

- What is the projected enrollment for the 2nd and 3rd years?

30 (Major) and 20 (Honours)

- Describe the expected student profile?

The degree programs will appeal to superior students who are interested in gaining a deeper understanding of environments on and near the earth's surface created by both natural processes and human activities. The students must have a strong background in the natural and applied sciences, be computer literate, and have excellent writing skills. To enter the programs, it is notable that students are required to take courses during University 1 together with introductory geography courses cover the English and Mathematics content requirement.

Students graduating from the programs will have acquired a thorough training in physical geography and physical applications of Geographic Information Systems (GIS). In addition, the Honours graduates will have gained the experience of contributing to the generation of new knowledge in at least one of the three designated streams of specialization.

3. Labour Market Information

- What labour market need is the program expected to meet?

Both the private and public sectors are increasingly requiring graduates with a combination of scientific and technical knowledge. Graduates of both the B.Sc. (Major) and B.Sc.

(Honours) programs will find employment in environment-related fields. More specifically, graduates with a training in physical geography are required by companies and agencies tasked with the management of natural resources, environmental impact assessment, the management of natural disasters, and the formulation policies related to broader aspects of the management and conservation of natural resources. The degree programs will also provide graduates with the opportunity to participate in technology-driven industry as they will possess expertise in physical applications of Geographic Information Systems (GIS) and remote sensing. In addition, for both the B.Sc. (Major) and B.Sc. (Honours) graduates, the labour market will provide similar opportunities that are available for the B.A. Major/Honours programs (e.g. careers in secondary education). Furthermore, graduates of both B.Sc. degree programs will be afforded the opportunity to proceed to graduate degree programs in physical geography and geomatics.

●Are there currently jobs in Manitoba in this field?

■ YES

□ NO

If yes, where (geographic location and industry)?

Geographers holding undergraduate degrees from the University of Manitoba hold jobs throughout the province of Manitoba and beyond. It is anticipated that our B.Sc. degree recipients will join this labour pool, with particular emphasis on the high tech industries located in Winnipeg. It should also be noted that students with a training in geomatics are sought by the post-secondary educational institution of Manitoba to fill technical staffing positions.

●What is the future job forecast for individuals with this education/training/credential?

B.Sc. Geography graduates will find future employment with private companies and federal/provincial government agencies in the fields of environmental management, resource planning, meteorology/climatology, and geomatics. Demand for specialists in these areas is extremely high and likely to remain so. It is notable that our current B.A. graduates are finding employment in Manitoba with private companies such as Linnet Geomatics, Atlas Geomatics, and engineering firms (e.g. Dalton and Associates, KGS Group, etc.). Graduates would also find employment with agencies tasked with adapting to and/or understanding the importance of climate change.

- How does this program fit with Manitoba's stated economic, social and other priorities?

The B.Sc. degree programs will merge environmental science with leading-edge computer technology (e.g. Geographic Information Systems, remote sensing, etc.). The program will support the production of specialists in these areas who are able to compete provincially, nationally, and internationally.

- What agencies, groups, institutions will be consulted regarding development of the program?

The Department has already consulted with several federal government departments about the proposed degree programs. We currently work with private sector agencies, several of whom have encouraged us to produce this proposal. We have also interacted with the geography departments at Brandon University and The University of Winnipeg, and consulted with several provincial agencies involved in environmental science work and geomatics. At the University of Manitoba, we have consulted with a wide variety of units and individuals, and liaised closely with the Faculty of Science.

- Is there any other information relevant to this program ?

Students with a significant focus on physical geography/geomatics courses in our current 4-year B.A. degree programs receive an academic training almost equivalent to that required for a B.Sc. degree program. The proposed degree program will provide structure and focus for our current curriculum in physical geography/geomatics and render it integrative with offerings in the Faculty of Science, most notably the Environmental Sciences Program and Geological Sciences.

It is notable that the overwhelming majority of geography departments in Canada offer both B.Sc. and M.Sc. degree programs. It is of concern that graduates with an Arts degree in Geography from The University of Manitoba, with equivalent training, may be at a competitive disadvantage in gaining admission to its graduate programs elsewhere in Canada. Moreover, our students may be at a competitive disadvantage in the geomatics and scientific marketplaces when employers are confronted with a choice between equally trained students with B.A. and B.Sc. degrees.

4. Financial Information

●Projected Program Costs:	Salary	0
	Operating	0
	Capital	0
	Total cost	0
●Projected Program Revenue:	Tuition	25 x \$3,400
	Other	0
	Total revenue	\$85,000

The proposed degree program will be implemented initially using existing resources. This will be possible due to the considerable involvement of partnering units in the Faculties of Science and Agriculture. For the programs to be viable in the longer-term, however, the following minimum requirements must ultimately be met. First, we require two new positions in climatology/geomatics which will directly support the proposed programs. Secondly, a 1.5 (person-year) addition to our technical staff will be required to provide support for physical geography lab courses, field courses, archival work, and maintenance of field equipment. Thirdly, an increase of approximately 3 physical geography teaching/research assistants is required to support teaching/academic activities conducted in our laboratories. It should be noted that the Department of Geography GIS Teaching Lab has recently undergone a very substantial upgrade in relation to its computer facilities and associated technical resources.

An overall increase in enrollment is not expected initially to result from introducing the proposed programs. However, a gradual increase is projected in the medium-term future as the programs are progressively developed.

Submitted by:

Geoffrey C. Smith

Name (print)

Head, Department of Geography

Position

G.C. Smith

Signature

21/6/00

Date



THE UNIVERSITY OF MANITOBA

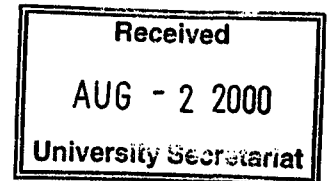
OFFICE OF THE PRESIDENT

208 Administration Building
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1 August 2000

Fax: (204) 275-1160

Dr. Leo LeTourneau
Executive Director
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, MB R3C 0C4



Dear Dr. LeTourneau,

Statement of Intent for B.Sc. (Major) in Biology

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent for the creation of a new B.Sc. (Major) in Biology.

This new academic program will provide an integrated approach to the general study of Biology using existing courses from the Biological Sciences departments (Botany, Zoology and Microbiology). This program will be especially attractive to those students who aim to complete a B.Ed., or who wish a broad background in Biology for purposes of subsequent professional studies in health sciences or for employment in a variety of occupations. The University of Manitoba is unusual among Canadian universities in not having a major in Biology, and this new program will offer our students an alternative which has not been available.

This new program will make use of existing courses and staff, and can be offered without additional resources from COPSE.

If your Council requires any additional information, please contact me directly,

Sincerely,

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
James S. Gardner, Vice-President (Academic) & Provost
James C. Jamieson, Dean, Faculty of Science
Bev Sawicki, University Secretary

Council On Post-Secondary Education

STATEMENT OF INTENT

Institution

- | | |
|--|--|
| <input type="checkbox"/> Brandon University | <input type="checkbox"/> Assiniboine Community College |
| <input checked="" type="checkbox"/> University of Manitoba | <input type="checkbox"/> Keewatin Community College |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River Community College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

- Program Name: Bachelor of Science in Biology
- Credential to be offered: B.Sc. Major
- Does the program require accreditation from a licencing group? ☐ YES ☒ NO
If yes, name group
- Length of the program: 4 ☒ Years ☐ Months ☐ Semesters
- Proposed program start date: 01/ 09 / 2001
Day/Month/Year
- Which department(s) within the institution will have responsibility for the program?
The departments of Botany, Microbiology and Zoology and the Biology Introductory Program.
- As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
☐ Medium
☐ Low

- Is this a new program? ☒ YES ☐ NO
- Is this a revision of an existing program:
If YES, name program ☐ YES ☒ NO
What are the impacts of changing this program?
- Will the program be available to part-time students? ☒ YES ☐ NO
- Will this program have a cooperative education component?
If YES, how long with the field placement be? ☐ YES ☒ NO
- Will the program contain an option to assess the prior learning of students, to grant credit for
the skills/knowledge already present? ☐ YES ☒ NO
Provide Details
- Will there be distance delivery options? ☒ YES ☐ NO
Provide Details

Electives are available by distance education. Biology 071.125, Botany/Zoology 001.228/022.229; 6 credit hours of unallocated Chemistry (100 level, not to be held with 002.130, 002.131, 002.132 but may be used in place of 002.130 and 002.131); Physics 016.102 and 016.103; Mathematics 136.101, 136.130 and 136.150; Statistics 005.100 and Zoology 022.133 are available through Campus Manitoba and the Inter-Universities North program.

- Will this program be delivered jointly with another institution? ☐ YES ☒ NO
If YES, name the institution
- Are similar programs offered in Manitoba or other jurisdictions ☒ YES ☐ NO
If YES, indicate why this program is needed (e.g., area of specialization)

The University of Winnipeg offers a four year Biology Major and Honours program and a Joint Degree Program in Applied Biology with Red River College. Brandon University offers a three year and four year Major in Botany or Zoology, but not Biology. The proposed Biology Major is needed to meet a demand for a more flexible program than what is currently offered in the

Biological Sciences at the University of Manitoba. This is a way of making the special expertise of the three departments of Botany, Microbiology and Zoology available to students by providing more diversity and greater flexibility within the subdisciplines.

- What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

Transfer of credit for course work completed at other universities will be possible through existing transfer credit arrangements.

Specific Program Information

1. Program Description

- Describe the program and its objectives:

The Biology Major program will provide an integrated approach to the general study of Biology using existing courses from the Biological Sciences departments (Botany, Zoology and Microbiology). This proposed program meets the objectives of recommendation 58 of the University's Task Force on Strategic Planning.

- Provide an overview of the content to be taught in this program:

The B.Sc. Major in Biology will require 120 credit hours of course work. Students will begin the program in University 1 where they will be required to register in 6 credit hours of courses from the Faculty of Arts, Biology 071.125 and Chemistry 002.130 and 002.131. The second year will include introductory laboratory courses in Microbiology, Zoology and Botany. Courses that satisfy the University's written English and Mathematics requirement will be completed in University 1 or Year 2.

2. Enrollment

- What is the program's initial projected enrollment? 30
- What is the projected enrollment for the 2nd and 3rd years? 60
- Describe the expected student profile?

It is expected that the majority of the students enrolled in this program will be students who are interested in the After Degree program in Education or who are intending to apply to a professional program (i.e. Medicine or Dentistry) but who would like a broad background in the Biological Sciences as an alternative if not admissible to their first choice faculty. Twenty-two students declared Biology as their teachable Major in the 1998-99 Regular Session and 6 declared it as their teachable minor. Approximately 20 students in the Early and Middle Years streams chose Science as their teachable subject. Of 450 students surveyed in Biology 071.125 classes in March, 2000, 96 students were interested in a Biology Major Program and 172 indicated that they might be interested in a Biology Major program.

This program might also attract Major students planning to pursue careers in various biology subdisciplines and who wish an undergraduate degree that is "interdisciplinary" within the biology departments that cuts across the traditional boundaries.

3. Labour Market Information

- What labour market need is the program expected to meet?

Students who graduate with the B.Sc. Major in Biology will have a breadth of knowledge in the Biological Sciences. The integrated approach of this program will produce Biology generalists who will be well-qualified wherever a broad training in the Biological Sciences is required. The graduates of the B.Sc. Major in Biology who choose the field of education will be better trained Biology teachers because of the breadth required in the program. With the increased interest in

the environment, these graduates will have the educational background necessary to be Science

reporters and interpreters (at such places as Fort Whyte and Oak Hammock Marsh). Graduates may also be employed as laboratory technicians in laboratories such as the federal Virology lab and in the Health Services and Biotechnology industries.

- Are there currently jobs in Manitoba in this field? ☒ YES ☐ NO
 If yes, where (geographic location and industry)?

Yes, as Science teachers and as sales representatives or consultants in the pharmaceutical, herbicide, environmental and agricultural industries.

- What is the future job forecast for individuals with this education/training/credential?

The outlook is good for Biology teachers in Manitoba because of an impending shortage of teachers due to retirement. Opportunities in the biology and biotechnology fields are growing. Biologists with good communication skills are needed and these graduates would be able to articulate the field of biology to the general public.

- How does this program fit with Manitoba's stated economic, social and other priorities?

This program will prepare students to work in the areas of health care, environmental industries and agrifood processing, all of which are priorities in Manitoba.

- What agencies, groups, institutions will be consulted regarding development of the program?

All departments in the Faculty of Science, other conjoint faculties such as the Faculty of Education and the Faculty of Agricultural & Food Sciences, and the Universities of Winnipeg and Brandon.

- Is there any other information relevant to this program?

This program uses the broad spectrum of existing courses to create a program for students who may not want a B.Sc.Honours or Major degree specializing in one department. It will provide more flexibility than other programs and allow for greater opportunities for students in the Biological area. The University of Manitoba can offer more diversity in programs and senior level courses because of our larger number of faculty members. The distinct degree programs in Microbiology, Botany and Zoology make the available courses stronger. Our expertise allows students to take a broader range of "cutting edge" courses that will benefit them in the workplace.

The University of Manitoba is unusual when compared to other post-secondary institutions in Canada as most Canadian universities have Biology programs. The introduction of this program would put the University of Manitoba "in sync" with these Canadian Universities.

4. Financial Information

- Projected Program Costs:

Salary	0
Operating	0
Capital	0
Total cost	0

- Projected Program Revenue:

Tuition (30 x \$3525)	
Other	0
Total revenue	\$105,750

Submitted by:

J.C. JAMIESON

Name (print)

J.C. Jamieson

Position

DEAN OF SCIENCE

Signature

J.C. Jamieson

Date

June 19, 2000



University of Manitoba
Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
R3T 2N2

DATE: August 10, 2000
TO: Members of Senate
FROM: Beverly M. M. Sawicki, University Secretary *Beverly M. M. Sawicki*
SUBJECT: **Implementation Authorizations for COPSE Approved Program Proposals**

The Vice-Provost (Programs) has authorized implementation of the following programs on behalf of the Vice-President (Academic) and Provost:

1. B.A. in ASL/English Interpretation
2. B.A. (Advanced) in Global Political Economy
3. B.A. (General) in Global Political Economy
4. Diploma in Population Health
5. B.Sc. (Honours) in Psychology
6. B.Sc. (Major) in Psychology
7. Masters of Mathematical, Computational and Statistical Sciences
8. Discontinuance of Master's program in Actuarial Studies
9. Introduction of a Basic and an Advanced Diploma in Actuarial Studies.

All of the formal program proposals were approved by COPSE.

/sgp



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University of Manitoba
Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
R3T 2N2

DATE: August 11, 2000
TO: Members of Senate
FROM: Beverly M. M. Sawicki, University Secretary
SUBJECT: *Senate Handbook* *Bmm Sawicki*

This is to advise that the *Senate Handbook* is now available in electronic format. To access it, go to the University of Manitoba's home page, click on "For Faculty and Staff", scroll down to "University Policies" and click on "Senate Handbook".

/sgp



University of Manitoba
Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
R3T 2N2

DATE: August 9, 2000
TO: Members of Senate
FROM: Beverly M. M. Sawicki, University Secretary
SUBJECT: **Senate Orientation**

B. Sawicki

This is to advise that an orientation session has been planned for new Senate members (i.e. those elected for the 2000-2001 academic year). The session will be held from 11:30 a.m. to 1:00 p.m. on Wednesday, September 6, 2000 in the Senate Chamber, Room 244 Engineering Building.

The topics to be addressed are as follows:

1. Governance
2. Guiding Statements
3. Senate Composition
4. How Senate Does its Work
5. Responsibilities of Senators
6. Support for Governance.

We strongly encourage new Senate members and new assessors to attend this session. Any other Senators and assessors who wish to attend are also welcome.

/sgp

In order to assist our Office in having a sufficient number of hard copies of the orientation material, it is important that you contact us if you are planning to attend. A message may be left with:

Sylvie	474-9593
Betty	474-8174
Lucy	474-6165

Thank you for your cooperation.

**BI-ANNUAL REPORT
ON THE STATUS OF RECOMMENDATIONS
MADE IN THE TASK FORCE REPORT
BUILDING ON STRENGTHS
(as of JULY 1, 2000)**

Emőke J.E. Szathmáry
President and Vice-Chancellor
University of Manitoba

Executive Summary

The Task Force on Strategic Planning published its final report, *Building on Strengths*, in February of 1998. The Board of Governors approved the Values and Principles and the Vision in May of 1998 and work began to address the recommendations.

Recommendation 95, the final recommendation of the Report, requires the President to make a report to Senate and the Board of Governors every six months on the progress made toward implementing the recommendations. This is the **fourth** of these reports, the first having been made in January 1999, the second in July 1999 and the third in January 2000.

This report contains two parts. Part 1, Statistical Summary, contains an explanation of the terms used to define the status of each recommendation, a statistical summary of progress made as of July 1, 2000, and a list of recommendations sorted by status code. Part 2 contains a sequential listing of the recommendations with its status (implemented, in progress, etc.) indicated. Activities taken since the last report are given where appropriate.

As of July 1, 2000, 67.5% of the Task Force recommendations have been implemented. A further 13.2% could be implemented if additional resources were found. Of the 95 original recommendations, only 15.8% are still "in progress." Only 3.5% will not be implemented, as known to date.

PART 1

**STATISTICAL SUMMARY OF PROGRESS
MADE ON TASK FORCE RECOMMENDATIONS
AS OF JULY 1, 2000**

The Task Force on Strategic Planning published its final report, *Building on Strengths*, in February of 1998. While many members of the University community began considering the recommendations, it was not until after the Board of Governors approved the Values and Principles (pp. 14-15) and the Vision (p. 16) in May of 1998 that work began in earnest.

This is the fourth of four progress reports, the first having been made by the President in January of 1999, the second in July of 1999, and the third in January of 2000. The next report will be made in January of 2001.

The status of each of the recommendation is given as follows:

1. **Implemented.** This refers to the completion of a one time only action that results from a recommendation, or to a situation where implementation of the recommendation requires ongoing action which has become normal procedure;
2. **Full implementation requires additional resources.** This refers to action taken on a recommendation which action has been halted because of lack of resources;
3. **In progress.** This refers to a situation where a recommendation is being addressed, but final implementation has yet to occur;
4. **Not to be implemented.** This refers to a recommendation which, after study, has proven to be unfeasible.

Table 1 shows the current status of the recommendations.

**Table 1
Number and percentage of each task force recommendation by status**

Implemented		In Progress		Need Additional Resources		Not to be Implemented		Total Recommendations	
No.	%	No.	%	No.	%	No.	%	No.	%
64.1	67.5	15.0	15.8	12.5	13.2	3.4	3.5	95	100

Note: Several recommendations have sub-recommendations. Each sub-recommendation is counted as a fraction of 1.0. For example, if a recommendation has two parts, each part is counted as 0.5 recommendation.

A total of 64.1 or 67.5% of the 95 recommendations have been implemented. An additional 12.5 (13.2%) would be implemented if additional resources could be found. Work is progressing toward the fulfillment of the remaining 15.0 recommendations, and 3.4 have been discarded as unfeasible.

Table 2
THE STATUS OF EACH RECOMMENDATION
AS OF JULY 1, 2000

RECOMMENDATIONS BY NUMBER				
Task Force Theme	Implemented	In Progress	Needs Additional Resources	Not to be Implemented
PEOPLE	2, 4(a), 7, 9, 11, 12, 13, 14, 15, 16, 19, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33	5, 8, 10, 18, 21, 26	1, 3, 4(b), 6, 17	20, 32
PRODUCTS	35, 36, 39, 41, 42, 44, 45, 46	37, 38, 40	34, 36, 45	43
PARTNERSHIPS	47, 49(a)(b), 51, 52, 53, 54(b)(d), 55, 56, 57, 58(b)(c), 59, 62, 63, 65, 66, 67(b), 68, 69, 70, 71	48, 49(c)(d)(e)(f)(g), 50, 54(a), 58(d)(e)(f), 60, 67(a)	61, 64	54(c), 58(a)
PROCESS	72, 74, 75, 76, 77, 78, 79, 80, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95	73	81, 82, 83, 84, 92	

*Each recommendation in the final report, *Building on Strengths*, has an assigned number. For example: #2 is "Continue the direction set by *Plan 2000* to create in the operating budget a reserve for bridge funding to hire and establish new academic staff."

Table 3
Number and percentage of recommendations by theme and status

Task Force Theme	Total Number	Implemented		In Progress		Need Additional Resources		Not to be Implemented	
		No.	%	No.	%	No.	%	No.	%
People	33	20.5	62.1	6.0	18.2	4.5	13.6	2.0	6.1
Products	13	8.0	61.5	3.0	23.1	1.0	7.7	1.0	7.7
Partnerships	25	17.6	70.4	5.0	20.0	2.0	8.0	0.4	1.6
Process	24	18.0	75.0	1.0	4.2	5.0	20.8	-	-

PART 2

SEQUENTIAL LIST OF RECOMMENDATIONS WITH ACTIONS TAKEN TO DATE

Note: Only the July 1, 2000 updates are detailed. Please refer to the January 1, 2000 report for details on earlier actions.

PEOPLE: The quality of the faculty, students and staff comprises the strength of our University. We invest in people and seek potential in all those who enter our learning environment. (Building on Strengths, p. 14)

- | | |
|---|--|
| <p>Recommendation 1
Develop a plan for training of academic administrators
(Action by Provost, Deans, Directors)</p> | <p>Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES
(Reported July 1999)</p> |
| <p>Recommendation 2
Continue bridge funding for new academic staff
(Action by President's Office)</p> | <p>Status: IMPLEMENTED
(Reported July 1999)</p> |
| <p>Recommendation 3
Foster teaching excellence through University Teaching Services
(Action by Provost, Deans, Directors, Heads and the Faculties)</p> | <p>Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES
(Reported July 1999)</p> |
| <p>Recommendation 4
(a) Provide more support for linkages between the office of the VP (Research) and Faculty Research offices;

(b) provide support for research services
(Action by President)</p> | <p>Status: (a) IMPLEMENTED
(b) FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES
(Reported July 1999)</p> |
| <p>Recommendation 5
Provide time for the sharpening of teaching and research skills among new academic staff
(Action by Deans, Directors, Heads)
Update: Information and advice was solicited from Deans and Directors and UTS. A report with recommendations has been completed. A systematic program to assist in the development of new academic staff is desirable but it will incur costs. There is general agreement that academic staff in their first such appointment ought to participate in a "development" program. The matter requires further discussion at Deans' and Directors' Council.</p> | <p>Status: In progress</p> |
| <p>Recommendation 6
Develop and access teaching skills among part-time and sessional academic staff
(Action by Provost)</p> | <p>Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES
(Reported July 1999)</p> |
| <p>Recommendation 7
Develop supervisory skills among supervisors of graduate students
(Action by Provost)</p> | <p>Status: IMPLEMENTED
(Reported July 1999)</p> |

Recommendation 8**Status: In progress****Review systems of annual performance review
of academic staff****(Action by Provost)**

Update: A collection of updated activity reports has been done; discussions are ongoing with Deans and Directors. UMFA Collective Agreement, Article 35 on evaluations has been followed up with Deans for implementation. A comprehensive survey of Faculty and Schools performance review systems and a report with recommendations has been completed. It is clear that some unevenness of annual performance evaluations persists from unit to unit. This needs to be remedied. Also, it is clear that the relative weightings of research, teaching and service require further review.

Recommendation 9**Status: IMPLEMENTED
(Reported July 1999)****Retain merit pay and develop a salary structure
that has greater recognition of merit
(Action by Vice-President Administration)****Recommendation 10****Status: In progress****Review and recommend approaches
to awarding group merit
(Action by Provost)**

Update: Further research and discussion with Deans and Department Heads is required. While this matter can be reviewed as part of the UM/UMFA joint committee on salary structures, further research and analysis is required before further practical action can be taken on group merit arrangements.

Recommendation 11**Status: IMPLEMENTED
(Reported July 1999)****Continue resources for workshops
and courses for support staff
(Action by Vice-President Administration)****Recommendation 12****Status: IMPLEMENTED
(Reported July 1999)****Review Human Resources courses and assess adequacy
of the range of courses available for support staff
development
(Action by Vice-President Administration)****Recommendation 13****Status: IMPLEMENTED****Develop orientation for new support staff and
provide integration with orientation of new
faculty as appropriate****(Action by Vice-President Administration and Provost)**

Update: The Vice-President Academic sought advice on this issue from the University Teaching Service (UTS), and then referred the matter to UTS and to Human Resources. Human Resources has prepared a proposal for a New Support Staff Orientation Program. UTS has developed an orientation program for new academic staff. However, the decision has been taken not to integrate the two programs.

Recommendation 14**Status: IMPLEMENTED**

Develop policies on the length of the notice period and recruitment of Professional and Confidential group members
(Action by Vice-President Administration)

Update: New draft policies have been developed and will be presented to appropriate approval bodies as their agendas permit.

Recommendation 15**Status: IMPLEMENTED**

Review performance appraisal mechanism for Managerial and Professional and Confidential group members
(Action by Vice-President Administration)

Update: New draft policies have been developed and will be presented to appropriate approval bodies as their agendas permit.

Recommendation 16**Status: IMPLEMENTED**

Develop annual performance review for all full-time support staff excluding the groups for which these exist
(Action by Vice-President Administration)

Update: Implementation date: April 1, 2000.

Recommendation 17

**Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES
(Reported January 2000)**

Review student recruitment process and assure its effectiveness
(Action by Provost)

Recommendation 18**Status: In progress**

Develop a plan for recruitment of Aboriginal students
(Action by Provost)

Update: A formal proposal in the amount of \$270,000 for the recruitment and retention of Aboriginal Students was made. A commitment in the amount of \$100,000 has been received. These funds will provide for the employment and support of an individual in Enrolment Services to develop an enhanced capacity to recruit Aboriginal students.

Recommendation 19

**Status: IMPLEMENTED
(Reported July 1999) (See July 2000 update below).**

Continue to set aside funds from the operating budget for undergraduate scholarships
(Action by President's Office)

Update: The University has made a commitment to add \$200,000 a year through to 2000/01 to reach the goal of \$1 million. Due to budget constraints, the commitment for 2000/01 could not be met.

Recommendation 20

**Status: NOT TO BE IMPLEMENTED
(Reported July 1999)**

Develop a plan to provide entrance scholarships for the top graduate in each Manitoba high school
(Action by Provost)

Recommendation 21**Status: In progress**

Review the program of awards to enable the offering of scholarships to continuing students

(Action by Provost)

Update: The University of Manitoba has many scholarships and awards for continuing students, the major one being that sponsored by UMSU. A report has been completed which includes a recommendation that the Financial Aid and Awards Office be charged with developing a larger scholarship program for approval by Senate. Action on this recommendation is in progress.

Recommendation 22**Status: IMPLEMENTED**

Continue the emphasis on the recruitment of graduate students

(Reported July 1999)

(Action by Provost)

Recommendation 23**Status: IMPLEMENTED**

Continue to set aside funds from the operating budget for graduate fellowships

(Reported July 1999)

(Action by President's Office)

Recommendation 24**Status: IMPLEMENTED**

Develop a proposal for Graduate Research Assistantships

(Action by Provost)

Update: A budget to recruit the best students in Canada through matching funds from Faculties has been approved. The Faculty of Graduate Studies will top up students with national scholarship (NSERC, SSHRC, and MRC) to an amount of \$5,000 per student.

Recommendation 25**Status: IMPLEMENTED**

Assign responsibility for international student recruitment to the International Liaison Office

(Reported July 1999)

(Action by Provost)

Recommendation 26**Status: In progress**

Consider adopting a new policy whereby the differential fee paid by Visa students is returned on the basis of merit or need

(Action by President's Office)

Update: There has been considerable investigation into the matter of Visa student differential fees, but a proposal and consideration of its implications has not been completed.

Recommendation 27**Status: IMPLEMENTED**

Review procedures for recruitment of international graduate students

(Action by Provost, Dean of Graduate Studies)

Recommendation 28**Status: IMPLEMENTED**

Request a review of communication between students and the President's Office and recommend changes to achieve a strong relationship

(Action by the President)

Update: The Student Relations Committee in the President's Office is addressing this recommendation by continuing its regular dialogue with and provision of assistance to UMSU as requested and as is appropriate.

Recommendation 29

Review graduate and undergraduate student orientation programs and bring about required changes
(Action by Provost)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 30

Encourage direct involvement of faculty in student advising
(Action by Provost)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 31

Request UMSU to develop more activities that appeal to students and keeps them on campus for a significant portion of each day
(Action by Provost)

Status: IMPLEMENTED
(Reported January 2000)

Recommendation 32

Develop a "buddy" system whereby senior students mentor new ones.
(Action by Provost)

Status: NOT TO BE IMPLEMENTED
(Reported January 2000)

Recommendation 33

Review opportunities, in consultation with relevant unions, for on-campus student employment
(Action by Associate Vice-President Administration)

Status: IMPLEMENTED
(Reported July 1999)

PRODUCTS: The education we impart and our original contributions to knowledge are the products of our University. We deliver high quality products when our graduates hold a lifelong attachment to learning, and when our research, scholarship and creative works increase the intellectual capital of our province, nation and world.
(Building on Strengths, p. 14)

Recommendation 34

Refine and implement the policy on the review of academic programs
(Action by Provost)

**Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL RESOURCES**
(Reported July 1999)

Recommendation 35

Continue the assessment of teaching effectiveness of individuals, groups of instructors, and graduate supervisors
(Action by Provost)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 36

Encourage Graduate Teaching Assistants to participate in workshops on teaching
(Action by Faculty Deans/Dean of Graduate Studies)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 37**Status: In progress**

**Propose a plan to become the University
of first choice for Aboriginal Students**

(Action by Provost)

Update: Discussion paper has been prepared and was discussed by Deans' and Directors' Council. Specific recommendations are to be followed up in Winter 2000. The matter has been discussed by the President and Vice-Presidents' Group, but further consideration is necessary.

Recommendation 38**Status: In progress**

Develop a combined Honors and General BA/BSc.

(Action by deans of Arts and Science)

Update: The matter continues to be discussed in the Faculties of Arts and Science.

Recommendation 39**Status: IMPLEMENTED
(Reported July 1999)**

**Review academic appeals processes within Faculties
and Schools to assure consistency and
fairness across the University**

(Action by Provost)

Recommendation 40**Status: In progress**

**Make available for credit, to students who have met
course prerequisites, every credit course approved
by Senate**

(Action by Provost)

Update: Reviews and reforms initiated in a variety of Faculties and schools. Consideration of this recommendation is ongoing.

Recommendation 41**Status: IMPLEMENTED
(Reported July 1999)**

**Review course scheduling system, including trimester models,
and develop a system that maximizes flexibility for students
without sacrificing quality**

(Action by Provost and Vice-President Administration)

Recommendation 42**Status: IMPLEMENTED
(Reported January 2000)**

**Define criteria and develop a mechanism for review of
graduate programs**

(Action by Dean of Graduate Studies)

Recommendation 43**Status: NOT TO BE IMPLEMENTED**

**Take the initiative in forming an inter-jurisdictional
process to review and accredit graduate programs**

(Action by Provost)

Update: The Dean of Graduate Studies initiated discussions on two occasions with the Western Canadian Deans of Graduate Studies. The Deans of the other universities showed little interest in changing review mechanisms which each now has in place.

Recommendation 44**Status: IMPLEMENTED
(Reported July 1999)**

**Review the criteria used for determining eligibility
for graduate supervision and report the outcome to the Provost**

(Action by Provost)

Recommendation 45

Create a reserve in the operating budget for research start-up costs, emergency and bridge funding, and the development of faculty research capacity
(Action by President's Office)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 46

Identify and allocate resources to areas of demonstrated research strengths, and those with a potential to attain excellence
(Action by President)

Status: In progress

Update: The process of identifying areas of current and emerging strengths is still ongoing. A provisional listing has been created and the Senate Committee on University Research (SCUR) is considering a sub-committee report on the topic.

PARTNERSHIPS: The relationships that link people from different areas of knowledge bind our learning community with commonalities of intellectual interests. Collaboration with groups outside the University puts our talents to use on behalf of society. We seek links with those who share our values and who will work with us to build Manitoba's future (*Building on Strengths*, p. 14).

Recommendation 47

Create within the program development fund a pool of money to support unit reorganization and realignment
(Action by Provost and Vice-President Administration)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 48

Consider amalgamations between/among academic units according to four criteria: functionality, faculty complement, student numbers, and infrastructure support
(Action by Deans/Directors)

Status: In progress

Update: This recommendation has been discussed within Faculties and Schools. Some departmental amalgamations have been achieved (e.g., in Education, in Science, in Medicine). Others have been proposed but failed to carry within Faculty Councils.

Recommendation 49

Consider the amalgamation of Architecture, Art, and Music, and

Status:

- a) complete internal restructuring of the Faculty of Architecture
- b) assure that the degree programs in Architecture will remain accredited
- c) submit a plan for a joint program in Graphic Communication (Art and Architecture)
- d) submit a plan for a joint program in Industrial Design (Architecture and Engineering)
- e) submit a plan for a joint program in Computer Music (Music and Computer Science)

- a) IMPLEMENTED (Reported July 1999)
- b) IMPLEMENTED (Reported July 1999)
- c) In progress
- d) In progress
- e) In progress
- f) In progress
- g) In progress

f) formulate a plan for an interdisciplinary honours program in Art History (School of Art and Faculty of Arts)

g) consider joint programming in Drama and Film Studies (English, Art, Music and Architecture)

(Action by Provost, Deans of Arts, Architecture, Science, Engineering, and Directors of Music and Art)

Update: A merger of the Faculty of Architecture and School of Art and School of Music is favoured, but would require space and resources. Architecture has proposed a program in Graphic Communications, and the Faculty of Engineering, School of Art and Faculty of Architecture will offer a joint option in Industrial Design. Discussions continue on Recommendations 49 (c) to (g).

Recommendation 50

Status: In progress

Consider the administrative transfer of Foods and Nutrition to the Faculty of Agricultural and Food Sciences without physical relocation of the Department, or alteration of its responsibility to offer a degree program in Foods and Nutrition in Human Ecology (Action by Deans of Human Ecology, and Agriculture and Food Sciences)

Update: Collaboration and joint undergraduate programming is being pursued.

Recommendation 51

Status: IMPLEMENTED

Consider the amalgamation of the Faculty of Human Ecology with the Faculty of Social Work (Action by Deans of Human Ecology and Social Work)

Update: Collaboration and joint undergraduate and graduate programming are being pursued by the Faculty of Social Work and the department of Family Studies as an alternative to the amalgamation.

Recommendation 52

Status: IMPLEMENTED

Develop a new Bachelor of Education program in the Faculty of Education, maintain an appropriate range of teachable subjects for joint programs and consider developing innovative joint graduate programs (Action by Dean of the Faculty of Education)

(Reported July 1999)

Recommendation 53

Status: IMPLEMENTED

Establish a Health Sciences Council which will focus on common programming and development of interdisciplinary degree programs as appropriate (Action by Provost)

(Reported July 1999)

Recommendation 54

Status:

Continue (a) the restructuring and delivery of undergraduate programs and formation of research groups in the Faculty of Medicine; (b) amalgamate the Departments of Biochemistry and Molecular Biology and the Department of Human Genetics; (c) consider the amalgamation of the Department of Anatomy and the Department of Pathology, and the Department of Immunology and Medical Microbiology;

a) In progress

b) IMPLEMENTED (Reported July 1999)

c) NOT TO BE IMPLEMENTED

d) IMPLEMENTED (Reported July 1999)

(d) continue to provide teaching to the Faculty of Pharmacy by members of the Department of Pharmacology and continue joint research with academic staff in Faculty of Pharmacy

Update: The review and modification of the undergraduate program in the Faculty and the creation of research groups that cut across department designations continues.

Recommendation 55

Create a Shuttle Bus Service between Fort Garry and Bannatyne Campuses

(Action by Vice-President Administration)

Update: In 1999-00, the service was extended to St. Boniface General Hospital Research Centre which provides facilities for University of Manitoba professors and students. In 2000-01 the service to St. Boniface will be discontinued because of budgetary constraints.

Status: IMPLEMENTED

(Reported January 1999)

Recommendation 56

Continue to harmonize Arts and Science degree program regulations

(Action by Deans of Arts and Science)

Update: Several features of inter-faculty harmonization have been approved by Senate.

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 57

Continue strategic planning in the Faculty of Arts

(Action by Dean of the Faculty of Arts)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 58

Consider amalgamations within the Faculty of Science

(a) Botany, Zoology and Microbiology

(b) Mathematics and Applied Mathematics

(c) Form a Statistical Sciences Research and Service Group

(d) Rename Geological Sciences as Earth and Environmental Sciences

(e) Continue decanal coordination of the Environmental Sciences program

(f) Initiate a review of the Environmental Science Program

(Action by Dean of Science)

Update: With respect to Recommendation 58(d), action is being delayed until the review of the Environmental Science program is completed. With respect to Recommendation 58 (e) and (f) an internal review of the Environmental Science program has been completed, and one report by an external reviewer has been received.

Status:

a) NOT TO BE IMPLEMENTED

b) IMPLEMENTED (Reported Jan. 1999)

c) IMPLEMENTED (Reported July 1999)

d) In progress

e) In progress

f) In progress

Recommendation 59

Review and develop functions of the Natural Resources Institute

(Action by Director of Natural Resources)

Status: IMPLEMENTED

(Reported January 2000)

Recommendation 60

Review and submit a report on a mechanism to avoid subject duplication in differing courses

(Action by Vice-Provost Programs)

Update: A sub-committee made a preliminary report which has been reviewed by R. A. Lobdell. This report is being considered by the 4C's.

Status: In progress

Recommendation 61

Create a plan to provide incentives
for joint- and/or cross-appointments
(Action by Provost)

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL FUNDING
(Reported July 1999)

Recommendation 62

(a) Consider administrative reorganization of units
as appropriate

(b) Review Student Affairs services and provide
recommendations

(Action by Vice-President Administration and Provost)

Update: A review of Student Affairs was completed in 1991 and 1997-98. It was agreed that there will be no further action on this recommendation at this time.

Status:

a) IMPLEMENTED (Reported July 1999)

b) IMPLEMENTED

Recommendation 63

Create a "Registrar's Office" by amalgamating three
separate units
(Action by Provost)

Status: IMPLEMENTED
(Reported January 2000)

Recommendation 64

Establish an Office of International Liaison, appoint a
Director with assigned responsibilities for international
affairs

(Action by President's Office)

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL
RESOURCES (Reported July 1999)

Recommendation 65

Establish a University Secretariat by combining
Senate and Board offices, and appointing a University
Secretary to serve as Secretary of the Board and as
Secretary of Senate

(Action by President)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 66

Appoint an Ombudsman for a period of two years, and
then review to determine whether continuation is
warranted

(Action by President)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 67

Request Senate and the Board of Governors to consider
ways in which support staff may serve on these bodies

(Action by President)

Update: The matter of support staff members on Senate will be considered by Senate in the next few months.

Status:

a) In progress

b) IMPLEMENTED (Reported July 1999)

Recommendation 68

Improve internal and external communication as recommended
in the Strategic Communications Plan of the Department
of Public Affairs

(Action by Executive Director, University Relations)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 69

Develop a plan to maximize the University's opportunities to
communicate with all graduates

Status: IMPLEMENTED
(Reported July 1999)

(Action by President)

Recommendation 70

Status: IMPLEMENTED

Prepare for the launching of a major capital campaign

(Action by President)

Update: A feasibility report was presented to the Board of Governors on November 30, 1999. The launch is scheduled for September 2001.

Recommendation 71

Status: IMPLEMENTED

Establish a new organizational and reporting structure for Public Affairs, Alumni and Private Funding

(Reported July 1999)

(Action by President)

PROCESS: The character of our university community is made complex by the mix of differing domains of knowledge, inquiry and instruction that exists in our Faculties, by our location on two campuses, and by our size. We respect the character of our University, and aim to develop systems which are not only efficient and effective, but are also congruent with our ideals of academic community (*Building on Strengths*, p. 14).

Recommendation 72

Status: IMPLEMENTED

Revise the General Calendar to yield separate undergraduate and graduate calendars

(Action by Provost)

Recommendation 73

Status: IMPLEMENTED

Review the functions and procedures of all Committees, at the University including Board of Governors and Senate Committees

(Action by President)

Update: The review and reorganization of Board Committees has been completed with the Planning Committee eliminated and the External Affairs Committee becoming a standing committee that meets only as needed. Senate has approved a recommendation that "All Senate Committees must, on a biannual basis, review their composition and terms of reference, with suggested modifications submitted to the University Secretary who will ensure that they are appropriately routed." This review should take place in the forthcoming months.

Recommendation 74

Status: IMPLEMENTED

Review the balance between centralization and decentralization of budget control and support the balance that is most appropriate

(Reported July 1999)

(Action by President's Office)

Recommendation 75

Status: IMPLEMENTED

Develop a mechanism to establish a fund for strategic reallocation

(Reported July 1999)

(Action by President's Office)

Recommendation 76

Form a Budget Advisory Committee to recommend priorities to the President and review the budget the President recommends to the Board of Governors
(Action by President)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 77

Encourage Deans and administrative heads to share budget information with staff
(Action by President's Office)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 78

Develop a process whereby the comments of Senate and Senate Planning and Priorities Committee about the budget are provided to the Board of Governors
(Action by President's Office)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 79

Develop new incentives for initiatives that support units' approved purposes
(Action by Vice-President Administration and Budget Heads)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 80

Continue support for the Industry Liaison Office to enhance revenues gleaned from partnerships and technology commercialization
(Action by President's Office)

Status: IMPLEMENTED
(Reported July 1999)

Recommendation 81

Continue the consolidation of the Libraries
(Action by President's Office)
Update: Consolidation continues as resources will permit.

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL
RESOURCES (Reported July 1999)

Recommendation 82

Continue to consider Library acquisitions as a first call on the budget
(Action by President's Office)

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL
RESOURCES (Reported July 1999)

Update: Acquisitions remain the high priority but available financial resources in 1999-00 and 2000-01 do not meet maintenance requirements. Serials and monograph purchase to be reduced.

Recommendation 83

Develop a plan to increase access to information resources over next five years
(Action by Director of Libraries)

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL
RESOURCES (Reported July 1999)

Recommendation 84

Develop a plan to extend hours of operations in the core libraries
(Action by Director of Libraries)

Status: FULL IMPLEMENTATION
REQUIRES ADDITIONAL
RESOURCES (Reported July 1999)

Recommendation 85

Develop a plan to ensure orderly transition of major record systems to a new platform

(Action by Vice-President Administration)

Update: New systems are now in place.

Status: IMPLEMENTED

Recommendation 86

Establish funding priorities that ensure Year 2000 compliance for all computer-based system

(Action by Vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 87

Ensure access to Information Services and Technology and provide every student with internet access

(Action by Vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 88

Increase technical support to computer users by adding staff over a five year period

(Action by Vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 89

Develop a plan to promote open communication between the department of Information Services and Technology and members of the University regarding standards in computer hardware and software

(Action by Executive Director, Information Services and Technology)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 90

Develop a plan for regular replacement of computers and printers in departments

(Action by Provost and Vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 91

Assign a high priority to the acquisition, maintenance and upgrading of technology and equipment

used in teaching; make this equipment available

(Action by vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 92

Give a high level of priority to the operating budget of Physical Plant to allow the unit to reach acceptable standards of maintenance

(Action by Vice-President Administration)

Status: FULL IMPLEMENTATION

REQUIRES ADDITIONAL

RESOURCES (Reported July 1999)

Recommendation 93

Develop a plan for dealing with deferred maintenance especially regarding the learning environment

(Action by Vice-President Administration)

Status: IMPLEMENTED

(Reported July 1999)

Recommendation 94

**Identify the five most urgent capital projects to receive provincial funding
(Action by Vice-President Administration)**

**Status: IMPLEMENTED
(Reported July 1999)**

Recommendation 95

**Make regular reports to Senate and Board of Governors on progress of Task Force recommendations
(Action by President)**

**Status: IMPLEMENTED
(Reported January 1999)**

Update: This is the fourth report, effective July 1, 2000, on the progress being made on the Task Force recommendations. The first report was made to Senate and the Board of Governors at their respective meetings in January of 1999, the second in July of 1999, the third in January of 2000. The next report will be made in January of 2001.

August 23, 2000

Report of the Senate Executive Committee

Preamble

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

Observations

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

Dean M. Cox will be the Speaker for the Executive Committee for the August meeting of Senate.

2. **Comments of the Executive Committee**

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

Respectfully submitted,

E.J.E. Szathmáry, Chair
Senate Executive Committee

Terms of Reference: *Senate Handbook* (Revised 1992), Section 9.

/s

August 4, 2000

Report of the Senate Committee on Honorary Degrees

On June 22, 2000, the Board of Governors approved a number of revisions to policy 428 on *Chairs and Professorships*.

As a result of those changes, policy 416 on the naming of Chairs needs to be revised. Policy 416 currently pertains to the naming of endowed chairs only, and accordingly the scope of the policy should be broadened to include both chairs and professorships.

Recommendation

The Senate Committee on Honorary Degrees recommends that Senate approve the revised policy 416 on *Naming of Chairs and Professorships* (attached).

Respectfully submitted,

Dr. A. V. Mauro, Chair
Senate Committee on Honorary Degrees

Terms of Reference: *Senate Handbook* (Revised 1992), pages 10.15 and 10.16.

/sgp

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

**POLICY AND PROCEDURE MANUAL**

Policy: 416

Subject: Naming of Chairs and Professorships

Approved By: Senate

Contact: University Secretary

Group:

Approved: 6 January 1982

Revised: September 2000

Proposals for the naming of a Chair or Professorship to honour an individual or at the request of a donor shall be submitted to the Senate Committee on Honorary Degrees for recommendation to Senate.

The Senate Committee on Honorary Degrees will recommend to Senate on the specific form of the name for the Chair or Professorship.

August 2, 2000

Report of the Senate Committee on Rules and Procedures with Respect to University 1 Student Representation on Senate

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures (SCRP) are found on page 10.22 of the *Senate Handbook* (Revised 1993).
2. In February 1999, the President requested that the SCRCP initiate a review of the University's process for electing student Senators. The goal of the review was to find a mechanism whereby students in University 1 can elect student representative(s) to Senate (see appendix 1). The SCRCP responded in a report dated August 13, 1999 wherein three mechanisms were outlined (see appendix 2).

The report clearly indicated that the larger policy question of direct University 1 student representation on Senate had not been debated. The Senate Executive Committee (SEC), at its meeting of August 26, 1999, elected to ask for input from the University 1 Student Council and the Arts Student Body Council. Once input had been received from the above bodies the proposal was once again forwarded to the SEC with the student responses (see appendices 3 - 5). At its meeting of January 19, 2000, the SEC referred the question back to the SCRCP for further consideration, including a suggestion that consideration be given to providing University 1 student representation on Senate by way of assessor status.

The SCRCP met on May 19, 2000 at which time the policy issue of University 1 student representation on Senate was discussed; this report is the result of that discussion.

Observations

1. *The University of Manitoba Act* limits the number of student representatives on Senate to 28. The present distribution of student voting representatives provides a minimum of 1 student representative amongst the faculty and schools, with the larger faculties having slightly greater numbers as follows:

Arts	4	Education	2
Graduate Studies	3	Management	2
Science	3		

2. In the past, first year students have not served as Senators because they are not yet registered as University of Manitoba students at election time. However, the SCRCP notes that University 1 students do have issues which are unique to this student group.
3. The Committee considered whether the transmission of University 1 student concerns to Senate would best be served through University 1 students as Senators or as Assessors.

If University 1 representation is as (a) Senator(s), then the student distribution must be changed and the University 1 position(s) must be taken from the existing faculty/school distribution.

Senate Committee on Rules and Procedures
University 1 Student Representation on Senate

If University 1 student representative(s) serve(s) as Assessor(s), then the representative(s) can attend Senate meetings and address the unique issues without creating possible inequities for other student groups.

4. The Committee agreed that the Assessor role could achieve these goals admirably. Assessors on Senate have the opportunity to speak to issues or raise questions. Should a situation arise whereby a motion is required, arrangements can be made with (an) other individual(s) to make the necessary motion. Moreover, SCRP does not believe that University 1 students will be disadvantaged by (a) representative(s) who cannot vote. It has not been the experience that voting at Senate is so close that a small number can make a difference in the outcome.
5. It was recognized that it would be impossible to have (a) University 1 Assessor(s) elected at the same time as other student representatives because University 1 students will not yet have registered for that particular academic year.
6. In view of the foregoing, it was agreed that the best way to provide for knowledgeable University 1 student representation on Senate would be to have the University 1 student Assessor(s) appointed by the University 1 Student Council. Such representation must be by (a) student(s) who, at the time of appointment, is (are) part of the University 1 program.

Recommendations

SCRP recommends that:

1. two student assessor positions on Senate be created for University 1 students; and
2. that the University 1 Student Council be charged with appointing the two University 1 student assessors from amongst the current University 1 student membership in March of each year.

Respectfully submitted,

E.A. Braid, Chair
 Senate Committee on Rules and Procedures

/ls

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



THE UNIVERSITY OF MANITOBA

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OFFICE OF THE PRESIDENT

Winnipeg, Manitoba
Canada R3T 2N2Tel: (204) 474-9345
Fax: (204) 275-7925

February 16, 1999

To: Dr. Bev Cameron
Director, University I

From: E.J.E. Szathmáry *E.J.E. Szathmáry*

Re: Possibility of a Student Senator from University I

With this memo I am asking the University Secretary, Ms. Sawicki, to initiate a review, by the Senate Committee on Rules and Procedures of the University's process for electing student Senators. The goal of the review is to find a mechanism whereby students in University I can elect student representative(s) to Senate.

cc: Ms. B. Sawicki, University Secretary
Dr. J. Gardner, Vice-President (Academic) and Provost
Mr. C. Kozier, President, UMSU

August 13, 1999

Report of the Senate Committee on Rules and ProceduresPreamble

The Committee on Rules and Procedures has as one of its responsibilities consideration and recommendation on any matter concerning rules and procedures. The Chair of Senate requested that the Committee find a mechanism whereby students in University 1 might elect (a) student representative(s) to Senate.

Terms of reference for the Committee on Rules and Procedures are found page 10.22 of the *Senate Handbook* (Revised 1992).

Observations

1. Inasmuch as the Committee was only requested to find a mechanism whereby students in University 1 might elect (a) student representative(s) to Senate, members did not debate the larger policy question of direct University 1 student representation on Senate.

2. In its deliberation over a mechanism whereby the foregoing might be achieved, the following points were made:

a) The University of Manitoba Act limits the number of student representatives on Senate to 28. Each faculty/school has a minimum of 1 student representative, with the larger faculties having slightly greater numbers as follows:

Arts	4	Education	2
Graduate Studies	3	Management	2
Science	3		

Because it was felt that the University 1 student population would, in large part, be made up of students who would have enrolled in first year Arts, the Committee felt it appropriate that student representation from Arts be reduced to three, with the fourth being allocated to University 1.

b) The Committee grappled with the question of whether this should be an elected or appointed position. It was recognized that it would be impossible to have a University 1 representative elected by April 1st when University 1 students would not yet have registered for that particular academic year, making it impossible to identify potential candidates and the target electorate. Thus it was felt that it would be more appropriate to have the University 1 student representative appointed by the University 1 Student Council by March 31st of each year. The Committee felt that the University 1 Student Council should be the body to determine how such an appointment would be made.

c) As an interim measure for this year only, the Committee suggests that the University 1 Student Council policy be amended to permit the appointment by that body of one representative to serve as an assessor for a term ending March 31, 2000.

The foregoing is offered as advice to Senate and would resolve both the short-term and the long-term question of how to effect University 1 student representation on the Senate.

Respectfully submitted,

E.A. Braiđ, Chair
Senate Planning and Priorities Committee

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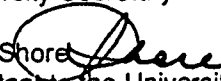


OFFICE OF THE UNIVERSITY SECRETARY

311 Administration Building
Winnipeg, Manitoba
R3T 2N2

DATE: January 17, 2000

TO: Ms. B.M.M. Sawicki
University Secretary

FROM: Lucy Shore 
Assistant to the University Secretary

SUBJECT: University 1 Student Representation on Senate

The Senate Committee on Rules and Procedures first addressed the issue of University 1 student representation on Senate upon a letter from Dr. E.J.E. Szathmáry dated February 16, 1999. The letter requested that the Senate Committee on Rules and Procedures initiate a review of the University's process for electing student Senators. The goal was to find a mechanism whereby students in University 1 might elect (a) student representative(s) to Senate. The Senate Committee on Rules and Procedures issued a report dated August 13, 1999 which contained a number of suggestions that would accomplish that goal.

The Senate Executive Committee received the report of the Senate Committee on Rules and Procedures at its meeting of August 26, 1999 but preferred to have input from the student bodies directly affected (University 1 Student Council and Arts Student Body Council) prior to making any recommendation to Senate. The requested input has now been received and included in the enclosed package. It would now be appropriate to place this on the agenda of the Senate Executive Committee.

Is

Encl.



University of
Manitoba
Students'
Union

Room 101 University Centre
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2

Tel.: 204-474-6528
Fax: 204-269-1299

From the Office of the Vice-President

October 18, 1999

Dear Lucy Shore,

The University 1 Student Council (U1SC) endorses a plan to have a University 1 (U1) student on the Senate. The U1SC believes that the Student Senator should be a student who has completed their first year as a U1 student. U1SC believes the senator should be elected by the U1 students during the same time frame as other student elected senators.

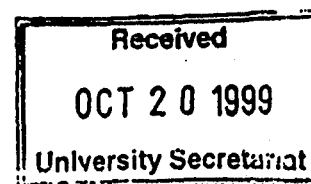
If you have any question please call me at 474-6528.

Sincerely,

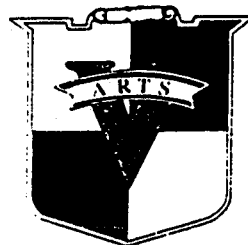
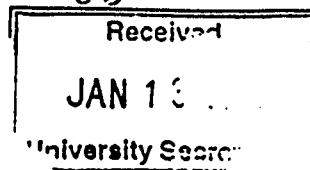
Gordon Fletcher
UMSU Vice-President
U1SC Chairperson

cc:

B. Cameron, Director, University 1
Bev Sawicki, University Secretariat



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ARTS STUDENT BODY COUNCIL SENIOR STICKS OFFICE

Rm. 202 Fletcher Argue Bldg.

University of Manitoba

R3T 2N2

Ph. (204) 474-6688

Fax (204) 275-6781

Date: January 12, 2000



TO: Bev Sawicki, University Secretariat
FROM: David Hultin, Senior Stick, Arts Student Body Council

In response to your letter of September 1999 I would like to take this opportunity to comment on the possibility of University 1 (U1) being granted a seat on the University of Manitoba's Senate.

As you are well aware, this is not an issue that has a simple solution. Whatever the decision reached, it will have far reaching effects both in the short and long term, not only on U1, but on other faculties as well.

I believe there are two parts to the question. First of all, does the Arts Student Body Council (ASBC) believe U1 should be granted a seat on the Senate? And secondly, should that seat be taken from the allotment given to the ASBC?

Both the ASBC and myself believe U1 should be granted a seat on the Senate. A large student body such as U1 deserves representation on the highest academic governing body of the university. Academic issues that affect other faculties may very well affect U1 and as such, they deserve a voice at this level. Also, if U1 can have a student council and representation on the University of Manitoba Students Union (UMSU), they should be able to have a representative on the Senate.

However, I do not believe that this seat should be taken at our expense and I am concerned at the arbitrary way in which this decision was reached. It appears to me that since U1 arrived on the scene last year, other older, more established faculties are bending over backwards to accommodate U1's every need. I have not been informed of a concrete reason for the decision to take a seat from the ASBC and I am concerned that there is not actually one. It is interesting to note that matters such as these were not planned out when U1 was created; it was left for someone else to resolve. We too have a large student population and our mandate is to best represent the interests of Arts students at all levels. As the Senior Stick of this student council, I cannot simply allow one of our seats on the Senate to be lost. I would like to see evidence of what other avenues have been explored before any decision is made.

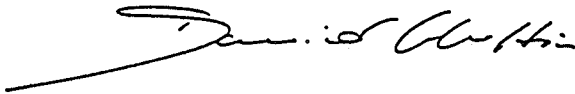
I do not wish the tone of this letter to imply that the ASBC has any problems with U1. For the past two years we have eagerly anticipated our U1 representative on council and last year we donated space on the first floor of the Tier bldg. to U1 for the student lounge. That space was previously used for lockers but we chose to forgo the revenue we generated from that area as a token of goodwill and as a measure of inter-faculty co-

operation. I believe we have more than shown co-operation with U1 and now perhaps it is time for other faculties to help out. Relying on the ASBC to forfeit our resources in order to fulfill their faculty goals is not a policy I wish to see continue. If U1 was created as an autonomous unit within the university structure, then I believe it should act like one and propose solutions that are realistic and well thought out instead of ones that are poorly planned and come at the expense of other student councils.

To summarize, the ASBC would like to see U1 be granted a seat on the Senate. However, I must strongly object to the seat being taken from the ASBC. I would be glad to listen to other solutions provided they are mutually beneficial to both my council and University 1.

Please feel free to contact me should you have any questions about this matter. I can be reached at 474-6688. Thank you for your time.

Regards,



David Hultin
Senior Stick

c. Gordon Fletcher, Chair, University 1 Council

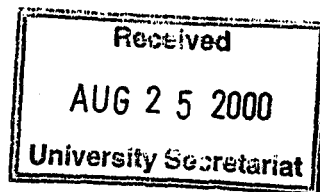


**University of
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**Tel.: 204-474-6519
Fax: 204-269-1299**

From the Office of the President



Bev Sawicki
Senate Secretariat
310 Admin Bldg
University of Manitoba

August 25, 2000

Dear Bev,

I would like to formally request a student amnesty for September 21, 2000. As you are aware UMSU is very concerned about the recent \$5 million cut to the university operating budget and the impact this cut will have on the quality of education at the University of Manitoba.

As a result of these concerns UMSU council, in a formal motion passed on August 24, 2000, has asked the UMSU Executive to organize a public rally to express student concerns to the Provincial and Federal Government.

The objectives of the public rally are:

1. To highlight the importance of quality of education at the University of Manitoba.
2. To ensure adequate funding for the University of Manitoba in the future.
3. To get out as many students and faculty as possible.
4. To have a peaceful and well organized public rally with a clear message.

It is clear that the student body cares deeply about what happens to our great institution. UMSU would appreciate the University Senate support of students in this matter to help ensure that we get the maximum number of people out to the rally.

Sincerely,
Steven Fletcher
President, University of Manitoba Students' Union