

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, May 9, 2001
1:30 p.m.

AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees

This report will be distributed to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting.

The Senate Executive Committee recommends that the report be considered in closed session at the end of the Senate meeting.

II CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES - MAY 2001

Page 17

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

III REPORT ON MEDALS AND PRIZES TO BE AWARDED AT THE MAY CONVOCATION

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

IV MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Senate Committee on Curriculum and Course Changes re Minor Course and Curriculum Changes

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2. Report of the Faculty Council of Graduate Studies re Course Changes

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V MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards

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2. Call for Nominations - Alumni Association Distinguished Alumni Award

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3.	<u>Appointment of Dean of Education</u>	Page 61
4.	Statement of Intent: <u>Bachelor of Science in Dental Hygiene</u>	Page 62
5.	Correspondence re COPSE <u>Approval of Program Proposals</u>	
a)	B.A. (Advanced) and <u>(Honours) in Women's Studies</u>	Page 69
b)	<u>Minor in Catholic Studies</u>	Page 70
c)	<u>B.Sc. (Major) in Biology</u>	Page 71
d)	<u>Manufacturing Engineering</u>	Page 72
e)	<u>Master of Music</u>	Page 73
6.	<u>Senate Membership List 2001-2002</u>	Page 74

VI REPORT OF THE PRESIDENT

1.	<u>President's Report</u>	Page 79
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VII QUESTION PERIOD

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

VIII CONSIDERATION OF THE MINUTES OF THE MEETING OF APRIL 4, 2001

IX BUSINESS ARISING FROM THE MINUTES

X ELECTION OF SENATE REPRESENTATIVES

1.	<u>To the Board of Governors</u>	Page 82
2.	<u>To the Senate Executive Committee</u>	Page 83

XI ELECTION OF A STUDENT MEMBER TO THE SENATE EXECUTIVE COMMITTEE

Page 85

XII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1.	<u>Report of the Senate Executive Committee</u>	Page 86
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2. Report of the Senate
Planning and Priorities Committee

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

XIII REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

1. Report of the Faculty Council of Graduate Studies
on a Proposal for a Master in Disability Studies Page 88
 - a) Report of the Senate
Planning and Priorities Committee Page 123
2. Report of the Senate
Committee on Academic Review with
Respect to Periodic Review of Graduate Programs Page 125
3. Report of the Senate
Committee on University Research on a
Proposal to Establish a Chair in Internal Medicine Page 148

XIV ADDITIONAL BUSINESS

XV ADJOURNMENT

/sgp

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. Degrees Notwithstanding a Deficiency

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

Deans and Directors should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

2. Report of the Senate Committee on Appeals

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

3. List of Graduands

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Director of Student Records up to May 11, 2001.

March 19, 2001

Report of the Senate Committee on Curriculum and Course Changes - Submitted to Senate for Concurrence Without Debate

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found in Section 8.21 of the *Senate Handbook* (revised 2000). SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".
2. SCCCC met on March 19, 2001 to consider course and curriculum changes from a number of units.

Observations

1. **General**

In keeping with past practice most changes where the net increase for departments totals less than ten credit hours are forwarded to Senate for concurrence without debate. This is in accordance with the Senate's recommendation approved July 3, 1973 that course changes would cease to go to the SPPC when the resource implications are intra-faculty. Deans and Directors are to assess the resource implications to the respective units when course changes are proposed. Major changes in existing programs are to be referred to the SPPC for assessment of resource implications.

2. **Faculty of Dentistry**

The Faculty of Dentistry is proposing that course **102.112 Introduction to Dentistry** be modified to include a Pass/Fail grading distinction, and that this change be made retroactive to the 1999-2000 Academic Year.

3. **Faculty of Human Ecology**

Comprehensive/Integrated Programs

The Human Ecology Comprehensive/Integrated Advisory Committee began a study some four years ago, which indicated that teachers of home economics in Manitoba teach in three areas, namely foods and nutrition, family studies, and clothing and textiles. Teachers thus need broad Human Ecology academic preparation.

The Faculty of Human Ecology is proposing a number of program changes as a result. These changes will also result in a more flexible program, which is important in light of University 1. There is no net change in the required number of credit hours. Implementation will be in September of 2001.

4. Faculty of Law

The Faculty of Law is proposing a reduction in credit hours for two of its courses. These initiatives are driven by the belief that the first year program is unduly heavy and burdensome to first year students. The cross-Canada norm for first year law is 32 credit hours; the University of Manitoba is currently at 37 credit hours.

Course **045.149 Legal System** (5 credit hours) will be deleted. It will be introduced as **045.1AA Legal System** (2 credit hours).

Similarly, course **045.152 Legal Methods** (6 credit hours) is being deleted. It will be introduced as **045.1AB Legal Methods** (5 credit hours).

5. Faculty of Management

Course **009.200 Information Systems for Management** is to be modified by adding another pre-requisite, *009.110 Introductory Financial Accounting*. The Faculty feels that this will provide effective, applied and rigorous assignments appropriate to the course objectives.

6. Faculty of Pharmacy

Course **046.346 Dispensing Laboratory 2** (2 credit hours) is to be deleted. The material will be incorporated, along with other subjects, into a problem-based lab format, in course **046.3XX Contemporary Pharmacy Skills** (10 credit hours).

7. Faculty of Science

Warren Centre for Actuarial Studies and Research

Course **010.353 Actuarial Mathematics** is being deleted as a required course in Year 3 of the honours program.

Department of Computer Science

At the moment, students in the co-op program are evaluated after every term in which one or more courses have been taken. Computer Science students not in the co-op program are not evaluated in January, but only at the end of April on the combined results of two academic terms. As a result, poor performance on a very small number of courses, perhaps only one, can result in a co-op student failing to meet sessional grade point average requirements. This has led to many cases being brought to the Committee on Student Standing requesting that such students be allowed to remain in their degree program until an evaluation can be done on a more reasonable volume of work. The Department of Computer Science is proposing to change the sessional grade point average requirements in the co-op degree programs to bring them more in line with the non co-op programs, and to make them consistent with current practice.

Environmental Science Program

Course **128.205 Technical Communication Skills in Environmental Sciences** is being modified by dropping the pre-requisite of 30 credit hours of university credit. While students are expected to complete 128.205 during the first term of their second year of study, it is commonly the case that students enter the Environmental Science Program with only 24 credit hours completed and therefore they would be restricted from enrolling in the course until their third year.

Department of Mathematics

The pre-requisite for course **136.382 Introduction to Mathematical Modelling** is being changed because the amalgamation of the Applied Mathematics and Mathematics departments necessitates renumbering of courses.

Mathematics - Actuarial Mathematics Joint Honours Program

Course **010.353 Actuarial Mathematics** is being deleted as a required course in Year 3, and the credit hours of approved electives is being increased from 3 to 6 credit hours.

Department of Physics and Astronomy

The restriction "*This course is not to be held for credit in any Physics program*" is being changed to "*This course is not to be held for credit in a Major or Honours program in Physics*" in the following courses: **016.270 Concepts of Physical Science to 1900** and **016.271 Concepts of Physical Science from 1900**.

Statistics - Actuarial Mathematics Joint Honours Program

In Year 3, course **010.353 Actuarial Mathematics** is being deleted as a required course, and the elective credit hours are being increased by 3.

Department of Zoology

The pre-requisite for course **022.254 Human Physiology 2 (022.254F Physiologie du corps humain 2)** is being changed from "*Standing in 022.253 or 022.353 or consent of instructor*" to "*Completion of 022.253 or 022.353 or consent of instructor*", as standing was felt to be too strong a requirement.

The Committee was informed that "standing" signifies successful completion of a course, i.e. a grade of "C" or better. "Completion", on the other hand, indicates the course has been taken, with no withdrawal, and can include a grade of "D" or "F".

Course **125.302 Human Genetics**, which is a required course in the Honours Genetics program, may now be used as an upper level Zoology course in the Bachelor of Science General program. This proposal has the support of the instructor in the Faculty of Medicine.

Courses Offered in Other Faculties and Schools Acceptable for Credit in the Faculty of Science

Faculty of Nursing course **161.100 Introduction to Midwifery** is being added to the list of courses acceptable for credit in Science.

8. **Faculty of Social Work**

The course description for course **047.314 Introduction to Social Work Practice** is being modified to more accurately reflect the course content.

9. **Undergraduate Timetable 2001-2002**

The timetable outlines deadlines for the submission of undergraduate program, curriculum and course changes.

10. **Centre for Higher Education Research and Development**

In 1989, the Committee on Curriculum and Course Changes (SCCCC) was charged with the responsibility of approving, on behalf of Senate, the introduction, modification or abolition of certificate programs.

SCCCC received and approved a proposal for the introduction of a new course, **Rethinking Leadership for Today's University**. This course is part of the *Certificate Program in University Management*.

Recommendations

The Senate Committee on Curriculum and Course Changes recommends:

1. THAT the undergraduate timetable for 2001-2002 be approved by Senate; and
2. THAT course and curriculum changes from the units listed below be approved by Senate:

Faculty of Dentistry
Faculty of Human Ecology
Faculty of Law
Faculty of Management
Faculty of Pharmacy
Faculty of Science
Faculty of Social Work

Comments of the Senate Executive Committee:

Respectfully submitted,

The Senate Executive Committee endorses the report to Senate.

Dean B L Dronzek, Chair
Senate Committee on Curriculum and Course Changes

1. Faculty of Dentistry

Course to be modified: (retroactive to 1999-2000 Academic Year)

102.112 Introduction to Dentistry (22 hours)

A series of lectures and seminars which introduce the student to the profession, its structure and governance and prevention of dental disease most commonly treated by dental professionals. Lectures: 20 hours; Laboratories: 22 hours. Grading: Pass/Fail.

NET CHANGE IN CREDIT HOURS:

0

2. Faculty of Human EcologyComprehensive/Integrated Programs

<u>Course#</u>	<u>Course Name</u>	<u>Cr. Hr.</u>
002.130	Univ. 1: Structure & Modeling in Chemistry	3
002.131	Intro. Organic Chemistry: 1: Structure and Function	
OR		
002.132	Univ. 1: Intro to Organic Chemistry	3
005.100	Basic Statistical Analysis 1	3
017.120	Introduction to Psychology	6
OR		
077.120	Introduction to Sociology	
018.120	Principles of Economics	3-6
OR		
018.121	Introduction to Canadian Economic Issues and Policies	
OR		
018.122	Introduction to Global and Environmental Economic Issues and Policies	
028.103	Human Ecology: Perspectives and Communication	3
028.205	Introduction to Research in Human Ecology	3
028.310	Communication for Professional Practice	3
028.408	Current Issues in Human Ecology	3
030.120	Food: Facts and Fallacies	3
030.121	Nutrition for Health & Changing Lifestyles	3
030.215	Composition, Functional & Nutritional Properties of Foods	3
030.216	Food Preparation and Preservation	3
062.101	Human Development in the Family	3
062.114	Family Studies: Relationships	3
062.142	Family Management Principles	3
062.172	Environments for Living	3
064.102	Today's Textiles	3
064.122	Dynamics of the Fashion Industry	3
064.223	TPD: Foundations	3
064.224	TPD: Constructions Basics	3
	Faculty Electives (12 cr. at 300 or 400 level)	24
	Free Electives	27-30

Summary of Proposed Changes in Human Ecology
Comprehensive Program

Drop

As required courses

030.213	Nutrition Through the Life Cycle (3)
062.207	Family Financial Management (3)
071.125	Biology B (6)

Humanities Elective 6 credits

Add

As required courses

062.114	Family Studies Relationships (3)
064.224	Textile Product Development: Construction Basics (3)

As additional possibilities among currently required courses

002.131	University 1 Chemistry: An Introduction to Physical Chemistry (3) (in addition to current 002.132 University 1 Chemistry: An Introduction to Organic Chemistry (3) or former 002.123
018.121 or 122	Introduction to Canadian Economic Issues and Policies (3) or Introduction to Global and Environmental Economic Issues and Policies (3) (in addition to current 018.120, Principles of Economics (6)

Increase Faculty of Human Ecology Courses (electives)

From 21 credits to 24 credits, with at least 12 credits at 300/400 levels

Increase Electives

From 18 credits to 27 – 30 credits (depending on student's choice of required courses from the Department of Economics)

3. Faculty of Law

Courses to be deleted:

045.149	Legal System	-5
045.152	Legal Methods	-6

Courses to be introduced:

045.1AA	<u>Legal System (2-0:0-0) or (0-0:2-0) or (1-0:1-0)</u>	+2
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An introduction to the study of law including initial analysis of various aspects of legal history, the structure of the legal system, legal reasoning, statutory interpretation, dispute resolution and the role of the judiciary. Grading: Pass/Fail.

045.1AB	<u>Legal Methods (5-0:0-0) or (0-0:5-0) or (3-0:2-0)</u> <u>or (2-0:3-0) or (4-0:1-0) or (1-0:4-0)</u>	+5
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An introduction to legal research and writing skills. Grading: Pass/Fail.

NET CHANGE IN CREDIT HOURS: -4

4. Faculty of Management

Course to be modified:

009.200	<u>Information Systems for Management (3)</u>
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Introduction to information systems in organizations, system development/acquisition, and management issues concerning information technology in organizations. *Pre-requisite: 009.110 and 074.126 (or former 074.100) or consent of instructor.*

NET CHANGE IN CREDIT HOURS: 0

5. Faculty of Pharmacy

Course to be deleted:

046.346	Dispensing Laboratory 2	-2
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Course to be introduced:

046.3XX	<u>Contemporary Pharmacy Skills</u>	+10
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Priority is placed on developing skills to excel in contemporary pharmacy practice, with emphasis on "over-the-counter" medications and home monitoring devices. Skills required to provide pharmaceutical care and to ensure the safe and appropriate distribution of medications is also emphasized throughout the second term. *Pre-requisite: 046.239.*

NET CHANGE IN CREDIT HOURS: +8

6. Faculty of ScienceWarren Centre for Actuarial Studies and Research**ACTUARIAL MATHEMATICS PROGRAM****Program Change****2001-2002****Proposed Program:**

4.1 Actuarial Mathematics, Department Code: 010

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
HONOURS ACTUARIAL 120 CREDIT HOURS			
136.169 (B), (or 136.150 ¹ and 136.170 ¹ (B)), 136.130 ¹ (B), and 005.100	010.202, 010.212, 010.221, 005.200 ² , 136.275 (or 136.270 and 136.271), 027.215 ³	010.313, 010.323, 010.333, 010.424 or 010.434, 005.305, 005.350, 005.360, 136.370	010.414, 010.415, whichever of 010.424 or 010.434 not yet taken, 005.347 ⁴ or 005.312 ⁴ , 005.349 ⁴ , 136.230 ⁵
Plus 6 credit hours from the Faculty of Arts, which should include the "W" course			
A "W" course must be taken in University 1 or Year 2 ⁴			
30 Hours	30 Hours	30 Hours	30 Hours

JOINT MATHEMATICS-ACTUARIAL MATHEMATICS HONOURS: See Section 4.10, Mathematics**JOINT STATISTICS-ACTUARIAL MATHEMATICS HONOURS:** See Section 4.14, Statistics**NOTES:**¹ 136.151, 136.152 or 136.153 may be taken instead of 136.150; 136.131 may be taken instead of 136.130; 136.171 or 173.173 may be taken instead of 136.170.² 005.200 may be taken in University 1 or Year 2.³ 005.347 or 005.312 and (or) 005.349 may be taken in Year 3 or 4.⁴ The courses required in this program will satisfy the University mathematics requirement.⁵ 136.230 and 027.215 may be taken in Year 2, 3 or 4.

(Letters in brackets indicate minimum prerequisite standing for further study.)

The change is:

1. Actuarial Mathematics 010.353 has been deleted as a required course in Year 3.

NET CHANGE IN CREDIT HOURS:**0**

Department of Computer Science**Program Change
2001-2002****Honours Program (Cooperative Option):**

The performance requirements have been changed so that students will be assessed on combined 3A and 3B academic terms (24 credit hours) and 4A and 4B academic terms (24 credit hours) instead of the current sessional assessment that takes place each term. An assessment of a student's sessional GPA will only take place if two academic terms containing a minimum of 24 credit hours have been completed since the last assessment.

Major Program (Cooperative Option):

Instead of the current sessional assessment of 2.00 each term, Major Cooperative students will be assessed for a cumulative grade point average of 2.50 (i.e. no minimum sessional grade point average will be required).

Transition Period:

Students enrolled in either of these degree programs prior to the implementation of the above changes would be allowed to remain in the program if either the old requirements or the new requirements were met.

NET CHANGE IN CREDIT HOURS:

0

Environmental Science Program

Course to be modified:

128.205 Technical Communication Skills in Environmental Sciences (3) L

Lectures and laboratories designed to provide a basic understanding of the methods used in the formulation of research questions; search techniques currently available; and the organization and summarization of information for report, poster and seminar presentations.
Pre-requisite: permission from the Environmental Science Program.

NET CHANGE IN CREDIT HOURS:

0

Department of Mathematics

Course to be modified:

136.382 Introduction to Mathematical Modelling (3)

An introduction to the principles and techniques involved in the design, development, solution, testing and revision of mathematical models of "real-world" phenomena illustrated through the discussion of "case studies". Not to be held with the former 006.240, 006.250 or 006.337. *Pre-requisites: 136.260 (or the former 006.220) and 136.280 (or the former 006.235). Co-requisite: 005.100.*

NET CHANGE IN CREDIT HOURS:

0

Mathematics - Actuarial Mathematics Joint Honours Program

**Program Change
2001-2002**

Proposed Program:

4.10.4 Mathematics - Actuarial Mathematics Joint Program, Department Code: 136M

The Department of Mathematics and the Warren Centre for Actuarial Studies and Research offer a joint Honours program for students wishing in-depth study in both Mathematics and Actuarial Mathematics.

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
136.169 (B) (or 136.150 ¹ and 136.170 ¹ (B)), 136.130 ¹ (B), 005.100, 005.200 (B)	010.212, 010.221, 005.350, 005.360, 136.220, 136.235, 136.275, 136.280	010.313, 010.323, 010.333, 136.323, 136.371, 136.376, 005.305	010.202, 010.414, 136.335, 136.340, 136.475
Plus 6 credit hours from the Faculty of Arts, which should include the "W" course		Plus 6 credit hours of approved electives	Plus 9 credit hours of approved electives
Plus 9 credit hours of electives			
A "W" course must be taken in University 1 or Year 2 ²			
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

¹ 136.131 may be taken in place of 136.130; 136.151, 136.152 or 136.153 may be taken in place of 136.150; 136.171 or 136.173 may be taken in place of 136.170.

² The courses required in this program satisfy the University mathematics requirement. (Letters in brackets indicate minimum prerequisite standing for further study.)

The change is:

1. Actuarial Mathematics 010.353 has been deleted as a required course in Year 3 and the credit hours of approved electives has increased from 3 to 6 credit hours.

NET CHANGE IN CREDIT HOURS:

0

Department of Physics and Astronomy

Courses to be modified:

016.270 Concepts of Physical Science to 1900 (3)

The evolution of scientific thought is traced through three major historical periods, namely the early Greeks, the scientific revolution of the 16th and 17th centuries and the "modern" period up to 1900. The course is designed to present the key ideas of scientific inquiry into the nature of heat, light, matter and celestial mechanics within their historical context. Not

to be held with the former 016.124, 016.131, or 071.129. This course is not to be held for credit in Physics major or honours programs.

016.271 Concepts of Physical Science from 1900 (3)

This course deals with the concepts of "modern physics" which arose near the turn of the twentieth century and revolutionized our view of the physical world. Einstein's Theory of Relativity, the Bohr-Rutherford atom and wave-particle duality are discussed. The impact of these ideas on modern society is explored. N.B. This course should be preceded by 016.270 (or the former 016.131). Not to be held with the former 016.124, 016.132, or 071.129. This course is not to be held for credit in Physics major or honours programs.

NET CHANGE IN CREDIT HOURS:

0

Program Change 2001-2002

Proposed Program:

4.12.3 Physics and Astronomy, Program Code: 016

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
HONOURS 120 CREDIT HOURS			
016.105 (B) (or 016.102 ² (B+)) and 016.107 (B), 136.130 ³ (B), 136.150 ³ (B), 136.170 ³ (B)	016.226, 016.237, 016.240, 016.250, 016.260, 016.261 ⁴ , 016.265, 136.275 (or both of 136.270 and 136.271)	016.341, 016.343, 016.365, 016.369, 016.370, 136.313	016.437, 016.451, 016.452 ⁴ , 016.467, 136.370
Plus 6 credit hours from the Faculty of Arts, which should include the "W" course		Plus 3 credit hours of electives with one of the following strongly recommended: 016.357, 016.366, 016.456, 016.458, 016.462, 016.463	Plus 9 credit hours from 016.357, 016.366, 016.425, 016.454, 016.456, 016.458, 016.462, 016.463
Astronomy courses may be used in place of some of the above courses with permission of the department. Consult the department advisor for details.			

A "W" course must be taken in University 1 or Year 2⁴

30 Hours	30 Hours	30 Hours	30 Hours
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JOINT MATHEMATICS-PHYSICS AND ASTRONOMY HONOURS See Section 4.10 Mathematics

FOUR YEAR MAJOR⁵ 120 CREDIT HOURS

016.105 (C+) (or 016.102 ² (B)) and 016.107 (C+), 136.150 ^{3,5} and 136.170 ^{3,5}	016.237, 016.240, 016.250, 016.260, 136.120, 136.130 ³	016.226, 016.261 ⁴ , 016.265, 016.370, 136.275 (or both of 136.270 and 136.271)	016.343, 016.365, 016.454, 136.313, 136.370
Plus 6 credit hours from the Faculty of Arts, which may include the "W" course		Plus 12 credit hours from 300 and 400 level Honours Physics and Astronomy courses	
Astronomy courses may be used in place of some of the above courses with permission of the department. Consult the department advisor for details.			

A "W" course must be taken in University 1 or Year 2⁷

THREE YEAR GENERAL

A minimum of 12 credit hours from 016.220, 016.225, 016.226, 016.227, 016.228, 016.235, 016.270, 016.271, 016.280, 016.336, 016.380
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MINOR

016.105 (C) and 016.107 (C) (or 016.102 (C+) and 016.103 (C+))	A minimum of 12 credit hours from 016.220, 016.225, 016.226, 016.227, 016.228, 016.235, 016.270, 016.271, 016.280, 016.336, 016.380
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NOTES:

¹ Students must achieve a minimum grade of "C" in all Honours Physics and Astronomy courses that are either required in the program or required as prerequisites to other Physics and Astronomy courses taken in the Honours program.

² 016.103 is not suitable for entry to the Honours and four year Major program. Students must also take 016.107 if they have already taken 016.103. Students can hold credit for both 016.103 and 016.107.

³ 136.131 may be taken in place of 136.130; 136.151, 136.152 or 136.153 may be taken in place of 136.150; 136.171 or 136.173 may be taken in place of 136.170; 136.169 may be taken in place of 136.150 and 136.170.

⁴ Other Honours Physics and Astronomy or Honours Mathematics courses may be substituted for one of 016.437, 016.451 or 016.452 with permission of the department.

⁵ A minimum grade of "C" and an average of "C+" is required on these two Mathematics courses.

⁶ The courses required in this program satisfy the University mathematics requirement. As there are no electives in Year 2 of the program, students should complete the written English requirement in University 1. If not completed in University 1, a "W" course must be completed prior to Year 3 in addition to the required Year 2 courses.

⁷ The courses required in this program satisfy the University mathematics requirement.

⁸ Engineering 130.118 may be used in place of 016.261.

⁹ IMPORTANT: The four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates the recommended arrangement of the required courses and is meant to be a guide around which students can plan their program. (Letters in brackets refer to minimum prerequisite standing required for further study.)

The change is:

1. Physics 016.270 and 016.271 have been added as acceptable courses in the General and Minor programs.

Statistics - Actuarial Mathematics Joint Honours Program

Program Change 2001-2002

Proposed Program:

4.14.4 Statistics - Actuarial Mathematics Joint Program, Department Code: 005A

The Department of Statistics and the Warren Centre for Actuarial Studies and Research offer a joint Honours program for students wishing in-depth study in Statistics and Actuarial Mathematics.

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
JOINT HONOURS 120 CREDIT HOURS			
005.100 (B), 136.169, or 136.150 ¹ and 136.170 ¹ , 136.130 ¹ , 074.101 ²	005.200 ⁴ , 010.202, 010.212, 010.221, 136.275 (or 136.270 and 136.271), 136.230 ⁵	005.305, 005.347 and 005.348 (or 005.312 and 005.313 ⁶), 005.350, 005.360, 010.313, 010.323, 010.333, 010.424 (or 010.434)	005.349, 005.414, 005.452, 005.453, 010.414, 010.424 or 010.434 (whichever not yet taken), 027.215, 074.126
Plus 6 credit hours from the Faculty of Arts, which should include the "W" course	Plus 9 approved credit hours	Plus 3 approved credit hours	Plus 6 approved credit hours
Plus 9 credit hours of electives			
A "W" course must be taken in University 1 or Year 2 ³			
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

¹ 136.131 may be taken in place of 136.130; 136.151, 136.152 or 136.153 may be taken in place of 136.150; 136.171 or 136.173 may be taken in place of 136.170.

² 074.101 may be taken in University 1 or later in the program.

³ The courses required in this program satisfy the University mathematics requirement.

⁴ 005.200 may be taken in University 1 or Year 2.

⁵ 136.235 may be taken in place of 136.230.

⁶ 005.312 and 005.313, with an average grade of "B" and a minimum grade of "C+" on each course, may be used in lieu of 005.347 and 005.348.

The change is:

1. Actuarial Mathematics 010.353 has been deleted as a required course and the elective credit hours increased by 3 in Year 3.

NET CHANGE IN CREDIT HOURS:

0

Department of Zoology

Course to be modified:

022.254 Human Physiology 2 (3)

An examination of homeostatic regulation by the body's major effector organ systems (cardiovascular, respiratory, digestive, renal and immune). Not to be held with 022.133 (or the former 022.123) or the former 022.245. *Pre-requisite: completion of 022.253 or 022.353 or consent of instructor.*

022.254F Physiologie du corps humain 2 (3)

Une étude de la régulation homéostatique par les systèmes effecteurs du corps (cardiovasculaire, respiratoire, digestif, rénal et immunitaire). On ne peut se faire créditer à la fois le 022.254 et le 022.133 ou les anciens 022.123 et 022.245. *Préalable: avoir suivi le 022.253 ou le 022.353 ou le consentement du professeur.*

Program Change:

Course 125.302 *Introduction to Human Genetics*, which is a required course in the Honours Genetics program, may be used as an upper level Zoology course in the Bachelor of Science General program.

NET CHANGE IN CREDIT HOURS:

0

Courses Offered in Other Faculties and Schools Acceptable for Credit in the Faculty of Science

Faculty of Nursing

Course to be added:

161.100 Introduction to Midwifery (3)

This course is intended to give students and prospective midwives an understanding of the role of the midwife, and the scope of practice of midwifery in Manitoba. Students will also gain an understanding of the history of midwifery as well as context of birthing over time.

7. Faculty of Social Work

Course to be modified:

047.314 Introduction to Social Work Practice (3)

Introduces students to ecological and other generalist based practice frameworks and the role of professional social workers. Course emphasizes values and knowledge in the context of a problem-solving process, informed and enriched by Aboriginal, feminist, "strengths" and structural approaches. *Pre- or co-requisite: 047.131, 047.208 and 047.209.*

NET CHANGE IN CREDIT HOURS:

0

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

UNDERGRADUATE TIMETABLE - 2001-2002

Note: There are three separate timetables for submission of new undergraduate programs and curriculum and course changes.

1. Timetable for submission of curriculum and course changes with inter-faculty resource implications.
2. Timetable for submission of curriculum and course changes without resource implications.
3. Procedures and Timetable for submission of new undergraduate programs with or without additional funding.

1. Timetable for submission of curriculum and course changes with inter-faculty resource implications

Department and Faculty Council meetings with respect to proposed changes in curriculum and courses with inter-faculty resource implications.

Faculty decisions reached on curriculum and course changes.

FRIDAY, August 31, 2001

Information on all proposed course changes forwarded to University Secretariat for consideration by SCCCC. After initial screening, submissions in which possible overlap could exist are forwarded to all interested parties and to SPPC for assessment against proposed new programs. If no objections are received by Thursday, September 6, 2001, assent will be assumed.

FRIDAY, October 5, 2001

SPPC provides listing of all courses with resource implications for Senate Executive agenda of October 24, 2001 for debate at the November 7, 2001 meeting of Senate.

WEDNESDAY, October 24, 2001

Meeting of Senate Executive - consideration of course changes with resource implications.

WEDNESDAY, November 7, 2001

Meeting of Senate.

2. Timetable for submission of curriculum and course changes without resource implications

Department and Faculty Council meetings with respect to proposed changes in curriculum and courses, excluding proposed new programs.

Faculty decisions reached on curriculum and course changes.

FRIDAY, September 28, 2001

Information on all proposed course changes forwarded to University Secretariat for consideration by SCCCC. After initial screening, submissions in which possible overlap could exist are forwarded to all interested parties. If no objections are received by Thursday, October 11, 2001, assent will be assumed.

FRIDAY, October 12, 2001

All faculty comments received by SCCCC.

FRIDAY, November 9, 2001

SCCCC completes deliberations on all proposed course and curriculum changes - preparation of report to Senate.

THURSDAY, November 22, 2001

Agenda sent to printers.

WEDNESDAY, December 5, 2001

Meeting of Senate.

NOTE: Faculties and Schools whose course change proposals involve an increase of more than nine credit hours in any department shall submit such course change proposals to the Senate Planning and Priorities Committee at the same time as to the Senate Committee on Curriculum and Course Changes.

Note: Faculties and Schools whose courses are offered at Approved Teaching Centres are asked to ensure that the teaching centres are apprised of approved course changes.

FRIDAY, February 22, 2002

Information on all proposed minor course changes forwarded to University Secretariat for consideration by SCCCC.

THURSDAY, April 25, 2002

Agenda sent to printers.

WEDNESDAY, May 8, 2002

Meeting of Senate.

3. Procedures and timetable for submission of new undergraduate programs with or without additional funding

Note: As of April 1, 1997, the Universities Grants Commission has been replaced by the Council on Post-Secondary Education, which has now formulated its own rules of procedure, as follows. These procedures are also available in electronic format (See Policy #413 *Council on Post-Secondary Education: Program Approval Process* in the Policy and Procedure Manual).

- (1) Faculty/School Councils recommend the forwarding of a Statement of Intent.
- (2) Dean/Director forwards to the Vice-President (Academic) and Provost a draft Statement of Intent having the content and format required by the Council on Post-Secondary Education (COPSE) as described in the *Program Approval Process: Policies and Procedures* - January 1998.
- (3) Before the Vice-President (Academic) and Provost advises the President to transmit the Statement to COPSE, he/she informs Deans' and Directors' Council, SPPC, SCCCC, and, for information, the Board of Governors and Senate of the proposed new program.
- (4) The Vice-President (Academic) and Provost reaches decision on Statement of Intent.
- (5) The President, after receiving the advice of the Vice-President (Academic) and Provost, transmits a formal Statement of Intent to the Council.
- (6) Upon COPSE response to the Statement of Intent, the Faculty/School Council develops a formal proposal as outlined in Appendix B of the *COPSE Program Approval Process: Policies and Procedures* (January 1998), for approval of Council.
 - (a) Where appropriate, the Vice-President (Academic) and Provost will make arrangements so that the formal proposal includes an external assessment.
- (7) Approved program forwarded to the University Secretariat for distribution to SCCCC and SPPC.

At the February 6, 1979 meeting of Senate, the following recommendations were approved:

- (a) Submissions for new programs from Faculties and Schools must contain statements from the Directors of Student Records, Admissions, Computer Services, the Instructional Media Centre, and the Director of Libraries regarding possible resource implications which are not immediately apparent;
- (b) Before any new program is listed in the *Calendar*, or otherwise published as available, the budgeting faculty or school concerned must provide the Vice-President (Academic) and Provost with satisfactory information about implementation of the program.
- (8) Comments to be received by SCCCC on all new programs from interested faculties and schools within one month following distribution of proposed programs by the University Secretariat.

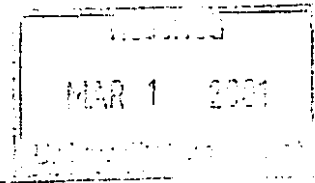
- (9) Within one-and-a-half months of the formal proposal for a new program¹ being submitted to the University Secretariat, SCCCC completes deliberations on new program and formulates recommendations to Senate for inclusion in the next Senate Executive agenda.
- (10) Meeting of Senate Executive to consider SCCCC's recommendations and SPPC's assessment.
- (11) Meeting of Senate - consideration of Senate Executive recommendations on the new program(s).
- (12) When Senate has approved a proposal, it is forwarded to the Academic Affairs Committee and then to the Board of Governors.
- (13) Once the proposal has been approved by the Board of Governors, it is forwarded to the Council on Post-Secondary Education.
- (14) Any new program will be implemented only when the Vice-President (Academic) and Provost is convinced that sufficient financial resources are in place.

¹ NOTE: While SCCCC is willing to consider new proposals as quickly as possible, its responsibility for processing course and curriculum changes in existing programs will limit its ability to act quickly on its consideration of new program proposals from October to December or during customary vacation periods.



UNIVERSITY
OF MANITOBA

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Faculty of Graduate Studies

Professor Fernando de Toro, Ph.D.
Dean

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MEMORANDUM

Date: March 13/01

To: Ms. Bev Sawicki, University Secretariat, 310 Administration Bldg
From: Dr. Fernando de Toro, Dean, Faculty of Graduate Studies
Subject: MOTIONS FROM THE FACULTY COUNCIL COMMITTEE OF GRADUATE STUDIES:

The following motions were passed at the Faculty Council Committee meeting on February 27/01.

~~MOTION SECCO/COX that the Faculty Council of Graduate Studies approve the proposed Masters in Disability Studies and that it be forwarded to Senate. CARRIED. (Proposal att.)~~

MOTION SECCO/KRIELLAARS THAT Faculty Council approve the course deletion in the Faculty of Medicine (Human Anatomy & Cell Science) and forward to Senate. CARRIED. (Material att.)

MOTION SECCO/CHALMERS THAT Faculty Council approve the course introduction and course deletion in the Faculty of Education (Ed. Admin. Fdns. Psych.) and forward to Senate. CARRIED. (Material att.)

MOTION SECCO/SCRUBY THAT Faculty Council approve the course modifications in the Faculty of Arts (Linguistics) and forward to Senate. CARRIED. (Material att.)

FDT,jc

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

atts. (2)
/jc

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies met on January 15, 2001 and made the following recommendation regarding the deletion of a course in the Faculty of Medicine

Observations

1. There is one course deletion in the department of Human Anatomy and Cell Science.
2. The Faculty of Medicine approved the course deletion.
3. Reasons for the deletion accompany the course number and title, which are included below.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies approve the course deletion as indicated below.

Course to be deleted: 080.726 Human Cytology and Histology

Reason for the deletion: The course has not had a registered student since 1974 and faculty are not available to teach it.

Net Change: -3 Credit Hours

Endorsed by Executive Committee February 6, 2001

Endorsed by Fac. Council, Feb. 27, 2001

Copies of the course proposal forms are available in the Faculty of Graduate Studies Office for review

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies met on January 15, 2001 and made the following recommendation regarding a course introduction and deletion in the Faculty of Education.

Observations

1. There is one course to be introduced and one course to be deleted in the Department of Educational Administration, Foundations and Psychology.
2. The course title will remain the same as the course is being reduced in credit hours.
3. The Faculty of Education approved the course introduction and deletion.
4. A statement of Library support was included with the course proposal.
5. Reasons for the changes accompany the course number and title, which are included below.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies approve the course proposal/deletion as indicated below.

<u>Course to be deleted:</u>	129.750 (6) Theories of Counselling
<u>Reason for the deletion:</u>	The course is being reduced in credit hours and thus requires the introduction of a new course number.
<u>Course to be introduced:</u>	129.7xx Theories of Counselling (3) A critical and integrative examination of major theoretical orientations to counselling and their application in practice. Students may not hold credit for both 129.7xx and the former 043.701 or 129.750
<u>Reason for new course:</u>	To replace the deletion of 129.750 (6) This will streamline course delivery and provide greater flexibility for graduate students in selecting and integrating their counselling courses.

Net Change: -3 Credit Hours

Endorsed by Executive Committee February 6, 2001

Endorsed by Fac. Council Feb. 27, 2001

Copies of the course proposal forms are available in the Faculty of Graduate Studies Office for review

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies met on January 15, 2001 and made the following recommendation regarding course modifications in the Faculty of Arts.

Observations

1. There are 14 courses to be modified in the Department of Linguistics.
2. The courses are receiving course descriptions only for the purpose of including them in the graduate calendar.
3. The Faculty of Arts approved the course modifications.
4. The modifications accompany the course number and title, which are attached.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies approve the course modifications as indicated on the attached document.

Net Change: 0 Credit Hours

Endorsed by Executive Committee February 6, 2001

Endorsed by Ex. Council Feb. 27, 2001

Copies of the course proposal forms are available in the Faculty of Graduate Studies Office for review

Linguistics Course Descriptions

- 126.750 Linguistic Variation and Change (3) Focuses on sources, causes and patterns of linguistic change, spread of changes and the resulting relationships among languages.
- 126.751 Linguistic Typology (3) Highlights universals and differences in phonological, morphological and/or syntactic structures drawn from data from a wide variety of languages.
- 126.752 Mathematical Linguistics (3) Explores mathematical techniques in the modelling of linguistic phenomena.
- 126.753 Phonetics (3) Presents a theoretical approach to current issues in phonetics and testing hypotheses about phonetic data.
- 126.754 Field Methods (3) Provides practical experience in techniques for data collection, analysis and interpretation of original data, through guided work with a speaker of a language unfamiliar to students.
- 126.755 Phonology (3) Presents a theoretical approach to current issues in phonological analysis, building and testing hypotheses about phonological data.
- 126.756 Morphology and Syntax (3) A theoretical approach to current issues in syntactic analysis, building and testing hypotheses about syntactic data.
- 126.757 Semantic Theory (3) A theoretical approach to current issues in semantics focusing on formal and logical aspects of meaning.
- 126.758 Computational Linguistics (3) Computational modelling of language and the use of computational tools in linguistic research.
- 126.760 Seminar in Linguistic Theory (3) Linguistic theory, its appropriateness to particular bodies of data (including entire languages) and associated meta-theoretical issues.
- 126.762 Seminar in North American Indian Languages (3) The linguistic structure of a North American language or group of languages.
- 126.792 Special Problems in Linguistic Research (3) Specialized topics in linguistics.
- 126.794 Graduate Reading and Research 1 (3) Independent reading and/or research on a selected topic.
- 126.795 Graduate Reading and Research 2 (3) Independent reading and/or research on a selected topic.

Endorsed by Executive Committee February 6, 2001

Endorsed by Fac. Council Feb 27, 2001

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 April 11, 2001, SCOA reviewed 12 new award offers, 18 award amendments (17 are forwarded here), and three withdrawals and reports as follows.

Observation

1. On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 12 new awards, 17 award amendments, and three withdrawals as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated April 12, 2001). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Ewa Marpley for

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

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

APPENDIX "A"OFFERSASTRAZENECA CANADA INC. SCHOLARSHIP

AstraZeneca Canada Inc. offers a \$4000 scholarship for three years to support top scholars in the areas of Chemistry, Biochemistry and Biotechnology. The first scholarship shall be made in the fall of 2001, followed with 2002 and 2003, at which time the commitment to this scholarship shall be reevaluated. The scholarship shall be offered to the undergraduate student who:

- (1) has completed the first three years of the Honours program in either Chemistry, Biochemistry, or Biotechnology in the Faculty of Science at the University of Manitoba;
- (2) has achieved the highest cumulative grade point average on courses completed to the end of the most recent Regular Session among all students completing the third year of the honours program at that time in the above-named areas;
- (3) enrolls full-time in the final year of the Honours program in Chemistry, Biochemistry, or Biotechnology at the University of Manitoba.

In the event of a tie, the following tie-breaking mechanisms shall be applied:

- (a) highest sessional grade point average in third year of the program;
- (b) heaviest course load in the third year of the program;
- (c) greatest number of A+ grades, then A grades, etc...

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

SLUSMAN FAMILY SCHOLARSHIP

Through a \$25,000 bequest, Ms. Molly Slusman has provided for an endowment fund at the University of Manitoba. She passed away on July 20th, 2000. The available annual income from this fund shall provide two annual scholarships to be offered to the fourth and fifth ranked Isbister Scholarship winners at the University of Manitoba who have not already won a Hogg Scholarship (the top three ranked students receive the Alumni Association of the University of Manitoba Undergraduate Scholarship). The value of each of these two awards cannot exceed the value of one of the Alumni Association of the University of Manitoba Undergraduate Scholarships.

The selection for these scholarships shall occur within the Office of Enrolment Services.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

CUSTOM BUSINESS INTERIORS SCHOLARSHIP

Grand and Toy offers two annual scholarships in honour of its subsidiary, Custom Business Interiors, which focuses on satisfying interior design requirements of commercial businesses from coast to coast across Canada. The purposes of these scholarships are to promote interior design excellence, to provide support to students of Interior Design and to encourage these promising students to pursue graduate education in Interior Design. These scholarships shall be offered for the first time in the fall of 2001 and each shall be valued at \$1500. Grand and Toy will offer these scholarships in 2001, 2002, and 2003. By December of 2002, the donors shall inform the Financial Aid and Awards Office of the University of Manitoba whether these awards will be continued beyond 2003.

These scholarships shall be offered to graduate students who:

- (1) have completed a Bachelor of Environmental Design at the University of Manitoba with a cumulative grade point average of at least 3.0;
- (2) enrol full-time in the first year of study in the Professional Master of Interior Design program at the University of Manitoba;
- (3) have demonstrated interest in the field of Interior Design and in their university community through extra-curricular involvement;
- (4) have demonstrated great talent and innovation in the field of Interior design through works completed at the undergraduate level.

Preference in selection shall be given to applicants who show an interest in focussing on commercial/office interior design.

Applicants will be required to submit an application which will briefly outline their extra-curricular involvement and the connections between these activities, if any, with the Faculty of Architecture at the University of Manitoba and with the pursuit of a career in interior design.

The selection committee shall be named by the Dean of the Faculty of Architecture and shall include a local representative of the Custom Business Interiors division of Grand and Toy.

CANADIAN MASONRY INSTITUTE UNDERGRADUATE AWARD

Canadian Masonry Institute is working as an industry partner of the Faculty of Architecture to provide technical, material and financial support to enhance the undergraduate program curriculum. By offering to provide annual scholarships to attract excellent students to the undergraduate program in the Faculty of Architecture at The University of Manitoba, the Canadian Masonry Institute also became involved in an "integrated studio" with the students. The number and value of these awards shall vary from year to year, depending on available funding from industry. These awards will be offered to undergraduate students who:

- (1) have completed University I at The University of Manitoba or a preliminary

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

year of studies at another university and have achieved a minimum cumulative grade point average of 3.5 (or equivalent);

- (2) have registered as full-time students in the Environmental Design program in the Faculty of Architecture at The University of Manitoba.

The selection committee will be named by the Dean of the Faculty of Architecture.

E.H. PRICE UNDERGRADUATE AWARD

E.H. Price is working as an industry partner of the Faculty of Architecture to provide technical, material and financial support to enhance the undergraduate program curriculum. By offering to provide annual scholarships to attract excellent students to the undergraduate program in the Faculty of Architecture at The University of Manitoba, E.H. Price also become involved in an "integrated studio" with the students. The number and value of these awards shall vary from year to year, depending on available funding from industry. These awards will be offered to undergraduate students who:

- (1) have completed University I at The University of Manitoba or a preliminary year of studies at another university and have achieved a minimum cumulative grade point average of 3.5 (or equivalent);
- (2) have registered as full-time students in the Environmental Design program in the Faculty of Architecture at The University of Manitoba.

The selection committee will be named by the Dean of the Faculty of Architecture.

CANADIAN MASONRY INSTITUTE GRADUATE AWARD

Canadian Masonry Institute is working as an industry partner of the Faculty of Architecture to provide technical, material and financial support to enhance the graduate program curriculum. By offering to provide annual scholarships to attract excellent students to the graduate program in the Faculty of Architecture at The University of Manitoba, Canadian Masonry Institute also become involved in an "integrated studio" with the students. The number and value of these awards shall vary from year to year, depending on available funding from the donors. These awards will be offered to graduate students who:

- (1) have completed an undergraduate degree in Interior Design or Environmental Design, either at The University of Manitoba or at an institution which offers an accredited degree program in these fields;
- (2) have achieved a minimum cumulative grade point average of 3.5 (or equivalent) in the undergraduate program;
- (3) have registered as full-time students in the first year of studies in the graduate program in The Faculty of Architecture, in either the Department of Architecture, the Department of City Planning, the Department of

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

Landscape Architecture, or the Department of Interior Design;

- (4) have submitted a portfolio to the selection committee.

The selection committee will be named by the Dean of the Faculty of Architecture. Selection shall be based on a combination of academic performance and the quality of the portfolio presentation.

E.H. PRICE GRADUATE AWARD

E.H. Price is working as an industry partner of the Faculty of Architecture to provide technical, material and financial support to enhance the graduate program curriculum. By offering to provide annual scholarships to attract excellent students to the graduate program in the Faculty of Architecture at The University of Manitoba, E.H. Price also become involved in an "integrated studio" with the students. The number and value of these awards shall vary from year to year, depending on available funding from the donors. These awards will be offered to graduate students who:

- (1) have completed an undergraduate degree in Interior Design or Environmental Design, either at The University of Manitoba or at an institution which offers an accredited degree program in these fields;
- (2) have achieved a minimum cumulative grade point average of 3.5 (or equivalent) in the undergraduate program;
- (3) have registered as full-time students in the first year of studies in the graduate program in The Faculty of Architecture, in either the Department of Architecture, the Department of City Planning, the Department of Landscape Architecture, or the Department of Interior Design;
- (4) have submitted a portfolio to the selection committee.

The selection committee will be named by the Dean of the Faculty of Architecture. Selection shall be based on a combination of academic performance and the quality of the portfolio presentation.

JAMES TEES MEMORIAL SCHOLARSHIP

From a fund held by the Winnipeg Foundation, an annual scholarship is presented at the School of Music at the University of Manitoba. The scholarship of \$500, to be offered for the first time in 2001, is offered to the student who:

- (1) has completed the third year of the Bachelor of Music program in the School of Music at the University of Manitoba;
- (2) has achieved the highest standing among all students completing the third year of study in Music;

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

- (3) enrolls in the final year of study in the School of Music as a full-time student.

If the recipient of this scholarship is not able to accept it for any reason, the scholarship shall be offered to the next qualified candidate.

The selection committee shall be named by the Director of the School of Music.

MANITOBA ASSOCIATION OF PLANT BIOLOGISTS
GRADUATE STUDENT AWARDS

The Manitoba Association of Plant Biologists has established an endowment fund at the University of Manitoba to support graduate students in plant biology. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. From time to time (allowing the interest from the fund to accumulate to a level sufficient to support an award, as decided by the selection committee), the available annual income shall be used to provide fellowships and bursaries whose frequency, number and value, will be determined by the selection committee.

Fellowships shall be offered to students who:

- (1) are enrolled full-time in the M.Sc. or Ph.D. program in either Botany or Plant Science at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 3.5 on the last two regular academic sessions;
- (3) show great potential for research, as judged by the selection committee.

Applicants for the fellowships will be required to submit an application on or before the designated deadline date. The application will include a curriculum vitae, a summary of proposed research including objectives, significance and methods, and one letter of reference in support of the application (the letter is to be from an academic in the area of plant biology).

This fund shall also provide bursaries which shall be offered to students who:

- (1) are enrolled full-time in the M.Sc. or Ph.D. program in either Botany or Plant Science;
- (2) have achieved good academic standing (minimum cumulative grade point average of 3.0 over the last two regular academic sessions);
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Recipients may apply for either of these awards in subsequent years (there is no restriction on how many times one can hold these awards). If no suitable candidates are identified in a given year, the available annual income from the fund may be used to support other student projects

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

or may be invested with the capital of the fund.

The selection committee shall be named by the Head of the Department of Botany. It shall include the Heads of the Departments of Botany and of Plant Science (or their delegates) and members of the Manitoba Association of Plant Biologists Endowment Fund Committee. The committee shall be comprised of greater than 50 percent University of Manitoba staff.

MANITOBA MILK PRODUCERS BURSARY

The Manitoba Milk Producers (MMP) have established a fund at the University, with additional contributions from the Manitoba Scholarship and Bursary Initiative, to provide a bursary for students in the School of Agriculture or the Faculty of Agricultural and Food Sciences. Initially, the bursary will be valued at \$1000. The MMP shall provide \$1000 on an annual basis until the fund is able to sustain an award of this size on its own. In order to build the fund, the MMP will make gifts to the fund above and beyond the annual award of \$1000. Any gift beyond \$1000 a year (which is to be spent on the bursary in that given year) shall be matched by the Manitoba Scholarship and Bursary Initiative. Once the fund is generating interest beyond \$1000, the number of bursaries may be increased by the selection committee, with one bursary always maintaining a value of at least \$1000.

This bursary shall be offered to an undergraduate student who:

- (1) has completed at least 30 credit hours at the University of Manitoba, either as a full-time or a part-time student, in the School of Agriculture (diploma program), Faculty of Agricultural and Food Sciences (degree program) or in University 1;
- (2) has achieved a minimum cumulative grade point average of 2.5;
- (3) is enrolled as a full- or part-time undergraduate student in the School of Agriculture or the Faculty of Agricultural and Food Sciences;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

Preference in selection shall be given to a student who has completed or is currently enrolled in at least one of the following courses:

Dairy Cattle Production (currently numbered 35.062)
 Dairy Cattle Production and Management (currently numbered 35.068)
 Ruminant Production Systems - Milk (currently numbered 35.453)
 Frozen Dairy Products (currently numbered 78.316)
 Cheese and Fermented Dairy Products (currently numbered 78.317)

The selection committee shall be the Faculty of Agriculture awards selection committee.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

MANITOBA SOCIAL SCIENCE TEACHERS' ASSOCIATION AWARDS

The Manitoba Social Science Teachers' Association (MSSTA) is a Subject Area Group affiliate of the Manitoba Teachers' Society and seeks to promote and assist and support Manitoba Social Studies, Geography, and History teachers in their teaching tasks. They have established a series of awards at the University of Manitoba to recognize Faculty of Education graduating students who have demonstrated the ability to be significant contributors to the teaching of Social Studies, History and Geography. Each award will consist of a certificate and a gift certificate for \$50 at a local bookstore and will be sent directly by the donors to the recipients each summer.

The first four awards are only to be offered in 2001, after which time they will be withdrawn:

The first award is to be offered to the student in the Weekend College B.Ed. program who has achieved the highest standing in the Social Studies component of 63.402 Curriculum and Instruction - Elementary and Early Childhood and who has demonstrated outstanding performance in teaching social studies during the student teaching practicum.

The second award is to be offered to the student in the General Elementary Stream of the regular four-year B.Ed. or After-Degree B.Ed. program who has achieved the highest standing in the Social Studies component of 63.402 Curriculum and Instruction - Elementary and Early Childhood and who has demonstrated outstanding performance in teaching social studies during the student teaching practicum.

The third award is to be offered to the student who has achieved the highest standing in 63.410 Curriculum and Instruction in History (Secondary) and who has demonstrated outstanding performance in teaching history during the student teaching practicum.

The fourth award is to be offered to the student who has achieved the highest standing in 63.408 Curriculum and Instruction in Geography (Secondary) and who has demonstrated outstanding performance in teaching history during the student teaching practicum.

The following awards are to be offered in 2001 and thereafter:

The first award is to be offered to the student who has achieved the highest standing in 132.204 Early Years Curriculum and Instruction in Social Studies and who has demonstrated outstanding performance in teaching social studies during the student teaching practicum.

The second award is to be offered to the student who has achieved the highest standing in 132.211 Teaching Social Studies in the Middle Years and who has demonstrated outstanding performance in teaching social studies during the student teaching practicum.

The following awards are to be offered in 2002 and thereafter:

The first award is to be offered to the student who has achieved the highest standing in 132.223

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

Teaching History in Senior Years and who has demonstrated outstanding performance in teaching history during the student teaching practicum.

The second award is to be offered to the student who has achieved the highest standing in 132.222 Teaching Geography in Senior Years and who has demonstrated outstanding performance in teaching geography during the student teaching practicum.

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

CATHERINE MARY SKINNER MEMORIAL AWARD IN EARLY YEARS EDUCATION

In memory of Catherine Mary Skinner (Cathie), her husband, George, has established an endowment fund at the University of Manitoba. Friends and family and the Manitoba Scholarship and Bursary Initiative have also made contributions to this endowment fund. Cathie had a life long dream of becoming an elementary school teacher. She began her pursuit of the Bachelor of Education degree at the University of Manitoba in 1973. After two years in the program, she put her studies on hold as she and George moved to Ottawa. There, Cathie pursued other career opportunities, but her desire to teach did not fade. Upon return to Winnipeg in 1996, Cathie returned to finish her Education degree. Through hours of dedication and hard work, Cathie achieved highly in her course work, but her true excellence shone in the classroom. She student-taught at Riverview School and was nearing her May Convocation when her life was cut short by cancer on May 21, 2000.

This scholarship in honour of Cathie shall be offered for the first time in the summer of 2001. In 2001 and 2002, it will be valued at \$300. Starting in 2003, the scholarship shall be valued at the available annual income from the fund supporting it. The scholarship shall be offered to the undergraduate student who:

- (1) has completed the first year of the After-Degree Program in the Faculty of Education at the University of Manitoba while enrolled as a full-time student (60% of a full course load), specifically in the Early Years Education program;
- (2) has achieved high academic standing on courses completed in the first year of the program (minimum 3.5 grade point average);
- (3) demonstrates greatest promise as a teacher among the eligible group, as evidenced through a report of teaching excellence submitted by his/her practicum supervisor to the Faculty of Education awards committee;
- (4) continues as a full-time student (60% of a full course load) in the second year of the Early Years program.

If the selected recipient does not register as required, the award shall be offered to the next eligible candidate.

The selection committee shall be named by the Dean of the Faculty of Education and will include a representative of the donor, who shall be named each year by the donor to the committee.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

AMENDMENTSCANADIAN PORTLAND CEMENT ASSOCIATION SCHOLARSHIP

The name of this scholarship is to be amended to Cement Association of Canada Scholarship.

A.H. ARONOVITCH MEMORIAL SCHOLARSHIP

The terms of reference for this award are to be amended. Firstly, the award will now be called the A.H. Aronovitch and E.J. Aronovitch Family Scholarship. Secondly, the value of the award is increasing from an annual value of \$100 to an annual value of \$400.

DONALD MCIVOR SCHOLARSHIP

The terms of reference for this award are to be amended in that the award value is increasing from \$1500 to \$2000, effective in 2001.

AMERICAN ASSOCIATION OF ORTHODONTICS AWARD

The terms of reference for this award are to be amended, effective for May 2001 convocation. Previously, the award was offered to the student who achieved the highest standing in the fourth year Dentistry course in Orthodontics. The award will now be offered to a "senior dental student who demonstrates exceptional interest in the development of the Oro-facial Complex".

WINNIPEG YAMAHA MUSIC CENTRE PIANO SCHOLARSHIP

The name of this award is to change as the name of the donor company has changed. It will now be called the St. John's Yamaha Music Centre Piano Scholarship.

DEPARTMENT OF PRIVATE FUNDING SCHOLARSHIP

The terms of reference for this award are to be amended. Previously, the award was offered to the student who met all eligibility criteria and who had the highest cumulative grade point average among eligible students. The terms will now state that the recipient will be the student who meets all eligibility criteria (unchanged) but who has submitted the best short essay on the importance of fund-raising in post-secondary education. In case of a tie between two or more applicants, the award will be offered to the student with the highest cumulative grade point average.

CARLA THORLAKSON AWARDS

An addition is to be made to the terms of reference for these awards, specifically in the list of an applicant's possible study interests. Currently, the award applicants are to have demonstrated experience with or an interest in studying human migration, both in Canada and throughout the world, or have conducted research into the status of women in Canada and worldwide. The additional area of interest that will be considered will be an interest in Canada's Foreign Service. The rest of the terms remain unchanged.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

UNIVERSITY OF MANITOBA GOLD MEDAL - FACULTY OF NURSING

The Faculty of Nursing has requested the following additions and amendments to be made to the terms of reference for its University of Manitoba Gold Medal. These changes will come into effect with the Medal awarded at May convocation in 2002. Firstly, a brief introduction is to be added to the terms of the medal which will state that "The University Gold Medal shall be awarded at the May convocation to the graduating student who has achieved the highest cumulative GPA in the program (minimum 3.75) and who has convoked in October or February or is eligible to convocate in May of the applicable academic year". Secondly, the eligibility requirements will be amended to the following:

The recipient must have:

- (1) achieved a minimum GPA of 3.5 or higher on each of the last six (6) terms of his/her program;
- (2) been enrolled in a minimum of an 80% course load* in 2 consecutive terms of study twice in the last 6 terms. When 2 consecutive terms overlap years 2 and 3, an 80% course load will be the average of the full course load for the respective terms. The senior practicum will not be included in calculation of the 80% course load.

Second Degree Option students will be considered under the following terms:

- (1) must have achieved a minimum GPA of 3.5 in each of the last five (5) consecutive terms of study;
- (2) must have been enrolled in a minimum of 80% of a full course load in 2 consecutive terms of study twice in the last 5 terms. The senior practicum will not be included in calculation of the 80% course load.

The rest of the terms remain unchanged.

*Year 1 Full-time 33 credit hours, 80% = 27 credits

Year 2 Full-time 34 credit hours, 80% = 28 credits

Year 3 Full-time 29 credit hours, 80% = 23 credits

Year 4 Full-time 29 credit hours, 80% = 23 credits

I O D E (ENID EVANS) SCHOLARSHIP

The terms of reference for this award are being amended. The award will now be supported by an endowment fund at the University of Manitoba, rather than through an annual gift from the IODE National Chapter. The award will be valued at \$500 in 2001, and at the available annual income from the fund in years to follow. It will also now be called the Enid Evans Scholarship in Nursing. The paragraph pertaining to the administration of the fund by the IODE National Chapter shall be removed from the terms of the award.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

GREEK CONSULATE AWARD
LIONTAS SCHOLARSHIP
D. GEORGE MORELL MEMORIAL AWARD
PANTELIS ATALIOTIS AWARD

An addition is being made to the terms of reference for these four awards. The terms will state that the recipient of each of these awards must have achieved a minimum cumulative grade point average of 3.0 (previously, no minimum requirement was listed in the terms). The rest of the terms remain unchanged.

M.C. ROSENTHAL MEMORIAL SCHOLARSHIPS (in Science and Engineering)

In order to update the terms of these bursaries, two changes are to be made to the terms. Firstly, the value of each of the two awards is to increase to \$1000 from \$500. Secondly, the name of the Scholarship will be amended to Bursary, as financial need is one of the current criteria in the terms. The rest of the terms remain unchanged.

MR. AND MRS. MAX SHORE TRAVELLING SCHOLARSHIP

The terms of reference for this award are to be amended. Firstly, the terms will state that the award is to be valued at the available annual income from the fund supporting it. Secondly, the selection committee shall be named by the Coordinator of the Hebrew Studies Program, who shall also advertise the award and make applications available to eligible students. Finally, the phrase referring to funds held at the American Friends of the University shall be removed from the award terms, as all funds for this award are currently held at the University of Manitoba.

CHARLES HAWKINS MEMORIAL BURSARY

The terms of reference for this bursary are to be amended in that the available annual income from the fund will now be used to support a varying number and value of bursaries each year. In addition, the bursaries will no longer be renewable automatically. Past recipients will certainly be eligible to apply, but financial need assessments will be conducted anew each fall. If two applicants are equally qualified, preference may be given to the student who has received this particular bursary in the past.

SHNIER BURSARY

The name of this bursary is to be amended to the Shnier Family Bursary (In Memory of Morris and Sarah Shnier). The terms will also state that the annual bursary is to be valued at the available annual income from the fund (previously, the terms stated that it was to be valued at \$400). The terms will also state that the selection committee shall be named by the Dean of Science and the committee outlined in the mid 1960s (when the award was first established) shall be removed from the terms of the award. Finally, the phrase "exclusive of the affiliated colleges" of the University of Manitoba shall be removed from the terms as students who are now members of the colleges are regular University of Manitoba students.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - APRIL 12, 2001

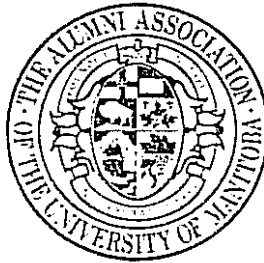
WITHDRAWALS**CANADIAN INSTITUTE OF STEEL CONSTRUCTION CENTRAL REGION SCHOLARSHIP**

This scholarship is being withdrawn as the donors wish to support initiatives at the University of Manitoba other than student awards.

ARCHITECTURE PARTNERS PROGRAM AWARDS
FACULTY OF ARCHITECTURE CORPORATE AWARDS

As these awards are being replaced by a series of named awards funded by E.H. Price and Canadian Masonry Institute, the awards under this name are being withdrawn.

THE ALUMNI ASSOCIATION INC.



OF THE UNIVERSITY OF MANITOBA

April 6, 2001

To: Senate

From: Sandra Woloschuk, Manager, Alumni Relations

Re: Alumni Association Distinguished Alumni Award - Call for Nominations

As you know, the Alumni Association promotes the achievements of our graduates. The Distinguished Alumni Award is one way in which we recognize their significant contributions and accomplishments. Please take a moment to consider those University of Manitoba alumni who are leaders in your profession or community and who deserve to be recognized by their *alma mater* with this award.

The Alumni Association of the University of Manitoba first presented the award in 1938 - then known as the Jubilee Award - to students. The terms of the award were revised in 1958 to solicit nominations for graduates. In 1996, the name of the award was changed to "The Distinguished Alumni Award".

The criteria for the award, as described in the enclosed nomination papers, are simple. Recipients must be a living University of Manitoba graduate of 25 years or more, who demonstrate: outstanding professional achievement, significant service to the University of Manitoba, and significant contributions to the community and to the welfare of others.

Each nomination requires two letters of reference, a brief biography, and the completion of the enclosed nomination form. Support materials are optional. The **deadline for nominations is Friday, May 25, 2001.**

The 2001 recipient will be honoured at the Homecoming Gala Banquet on Saturday, September 22, 2001 and the award will be presented at the Fall Convocation in October 2001.

If you have any questions, or if you would like further information regarding the award, please contact me at 474-7116 or by e-mail at < swolosc@ms.umanitoba.ca >.

Thank you for helping us recognize and celebrate our distinguished graduates.

A handwritten signature in cursive script, appearing to read "Sandra Woloschuk".

Sandra Woloschuk
Manager, Alumni Relations

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NOMINATE A GREAT



GRAD FOR THE

DISTINGUISHED ALUMNI AWARD 2001

CALL FOR NOMINATIONS

University of Manitoba alumni have distinguished themselves and their alma mater in a multitude of ways - through advances in science and medicine, accomplishments in arts and athletics, leadership in business and politics, and service in the global community.

The Alumni Association of the University of Manitoba first presented the award in 1938 - then known as the Jubilee Award - to students. The terms of the award were revised in 1958 to solicit nominations for graduates. In 1996, the name of the award was changed to "The Distinguished Alumni Award."

TERMS OF THE AWARD

This award is presented by the Alumni Association to a living University of Manitoba graduate from 1976 or earlier, who demonstrates:

outstanding professional achievement
significant service to the University of Manitoba
significant contributions to the community and to the welfare of others

AWARD PRESENTATION

The recipient of the award will have his/her name added to the Distinguished Alumni Award plaque of recognition.

The 2001 Award recipient will be honoured at the Homecoming dinner on Saturday, September 22, 2001 and the award will be presented at the fall Convocation in October, 2001.

NOMINATIONS

Your nomination package should include the following:

- one completed nomination form
- one page biographical summary of nominee
- two letters of reference (from other than nominator)
- other documents supporting the nomination, including newspaper clippings, (maximum eight pages)

All materials should be unbound (paperclips only, please) and printed or copied onto 8-1/2" x 11" paper, including newspaper clippings.

For more information or additional nomination forms, please contact:
THE ALUMNI ASSOCIATION INC. OF THE UNIVERSITY OF MANITOBA
180 Dafoe Road, Winnipeg, Manitoba, R3T 2N2
tel: 204.474.9946 or toll free in Canada 1.800.668.4908 fax: 204.474.7531
email: alumni.office@umalumni.mb.ca

Nominations must be received by Friday, May 25, 2001.

Recent Recipients of the Distinguished Alumni Award

- 2000 Robert Silver
- 1999 Marion Vaisey-Genser
R.W. (Bill) Pollock
- 1998 Peter Kondra
- 1997 John Bowman
- 1996 Richard Scott
- 1995 Henry Friesen
- 1994 Susan Lewis
- 1993 Barry Broadfoot
- 1992 Jean Carson
- 1991 Lesley Hughes
- 1990 Allan Ronald
- 1989 Betty Jane Wylie
- 1988 Gail Watson
- 1987 Monty Hall
- 1986 Percy Barsky
- 1985 Margaret Storey
- 1984 Cameron Jay
- 1983 Beverly Bajus
- 1982 Ivan Eyre
- 1981 Esmond Jarvis
- 1980 Grant Marshall
- 1979 Israel Asper
- 1978 Walter Bushuk
- 1977 James Burns
- 1976 Robert Anderson
- 1975 Kathleen Richardson
- 1975 William Kurelek

DISTINGUISHED ALUMNI AWARD NOMINATION FORM

About the Nominee (PLEASE PRINT)

First Name _____ Last Name _____

Address _____

City _____ Province/State _____ Postal/Zip Code _____

Telephone _____ Fax _____

E-mail _____

Current position/occupation: _____

Degree(s) obtained at the University of Manitoba – please indicate year(s): _____

Degree(s) from universities other than the University of Manitoba: _____

Other special honours/awards: _____

Please attach two letters of reference from colleagues, friends, community leaders or others associated with the nominee.
Names of those who have provided letters of reference are: _____

Please circle:
nominee does / does not know that he or she has been nominated for this award.

Please provide brief answers to the following questions: (PLEASE PRINT)

In what way is the nominee's achievement(s) exceptional?

What is the prominence of the nominee in his or her field?

How has the nominee served the University of Manitoba and/or the Alumni Association?

How has the nominee contributed to the community and/or to the welfare of others?

About the Nominator

First Name

Last Name

Address

City

Province/State

Postal/Zip Code

Telephone

Fax

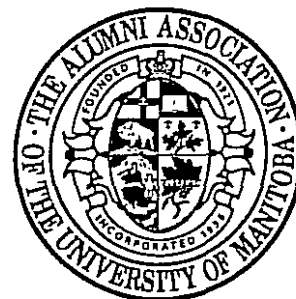
Email

Signature

Date Submitted

Please complete questions on reverse side and return with support materials to the address below:

UNIVERSITY OF MANITOBA ALUMNI ASSOCIATION INC. OF THE UNIVERSITY OF MANITOBA
DISTINGUISHED ALUMNI AWARD
Dafoe Road, Winnipeg, Manitoba, Canada R3T 2N2
Tel: 204.474.7531
Email: alumni.office@umalumni.mb.ca





UNIVERSITY
OF MANITOBA

Office of the President

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B. Sawicki

202 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 261-1318

28 March 2001

To: Deans of Faculties and Directors of Schools

From: Dr. James S. Gardner
Vice-President (Academic) and Provost *JSG*

Subject: **APPOINTMENT: DR. JOHN WIENS**
DEAN, FACULTY OF EDUCATION

I am very pleased to advise you that at its meeting on March 27, 2001 the Board of Governors approved the appointment of Dr. John Wiens as Dean of the Faculty of Education for a term of five years commencing August 1, 2001.

Dr. Wiens received his first three degrees from the University of Manitoba, a B.A., a B.Ed., and an M.Ed. in Educational Administration. He earned his Ph.D. last year at Simon Fraser University where his dissertation dealt with "Hannah Arendt and Education: Educational Leadership and Civic Humanism." During the course of his career, Dr. Wiens has been a science high school teacher, a guidance counselor, a principal, an assistant superintendent, and for the past twelve years the superintendent and chief executive officer of the Seven Oaks School Division. In addition, he has been President of the Manitoba Teachers' society, Chair of the Universities' Grants Commission, and a member of the Board of Teacher Education and Certification. Currently he is President of the Canadian Education Association and holds an appointment as an Adjunct Professor in the Faculty.

We look forward to working with Dr. Wiens and I am sure he can count on the support of his colleagues at the University of Manitoba.

c.c. Presidential Advisory Committee to Appoint Dean,
Faculty of Education
Dr. J. Wiens



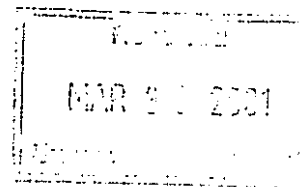
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208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 275-1160

UNIVERSITY
OF MANITOBA

Office of the President

23 March 2001



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

Dear Dr. LeTourneau,

Statement of Intent: Bachelor of Science in Dental Hygiene

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent for the creation of a new Bachelor of Science degree program in Dental Hygiene.

For many years, the University's School of Dental Hygiene has offered a three-year diploma in dental hygiene. We now seek to replace that diploma with a four-year B.Sc. in Dental Hygiene. As outlined in the Statement of Intent, this is desirable because in future entry to practice is very likely to become a baccalaureate degree and because training at the B.Sc. level will greatly facilitate further study at the post-graduate level. As with all undergraduate degree programs, entry to the B.Sc. in Dental Hygiene will be from University I.

This new degree will make use of existing courses and academic 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
Johann de Vries, Dean, Faculty of Dentistry
Bev Sawicki, University Secretary

Council On Post-Secondary Education

STATEMENT OF INTENT

Institution

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

Program Overview

Program Name: **Faculty of Dentistry, School of Dental Hygiene**Credential to be offered: **Bachelor of Science in Dental Hygiene**Does the program require accreditation from a licensing group? ☒ YES ☐ NOIf yes, name group: **Commission on Dental Accreditation of Canada**Length of the program: 4 ☒ Years ☐ Months ☐ SemestersProposed program start date: 20 / 08 / 02
Day/Month/Year

Which department(s) within the institution will have responsibility for the program?

Faculty of Dentistry, School of Dental Hygiene

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 ☒ NOIs this a revision of an existing program: ☒ YES ☐ NOIf YES, name program: **Diploma in Dental Hygiene**

What are the impacts of changing this program?

The change will facilitate graduates receiving an academic credential reflecting the length and rigor of their education. Graduates will be able to pursue graduate education without

having to overcome unnecessary barriers to completing undergraduate education. The program will extend the current curriculum by using existing University resources. The program will be implemented within the operating budget of the School of Dental Hygiene.

Will the program be available to part-time students? ☒ YES ☐ NO

To the extent permitted by Major Program Guidelines, especially for dental hygiene diploma graduates wishing to complete requirements for the baccalaureate degree.

Will this program have a cooperative education component? YES ☒ NO

If YES, how long with the field placement be?

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:

All qualified students may challenge a number of courses for credit. Additionally, the diploma dental hygiene program has in place a process to assess the prior learning of graduates of other health-related programs, including international graduates. These processes will continue as an option in the baccalaureate program.

Will there be distance delivery options? ☒ YES ☐ NO

Provide Details:

The School of Dental Hygiene has developed a partnership with the University of British Columbia, Faculty of Dentistry, Dental Hygiene Degree Completion Program to develop and share distance learning courses. Two courses, Oral Pathology and Oral Biology/Immunology have been developed by UBC, while a third, Advanced Periodontics, is in progress under joint development. Both institutions will use these distance courses in their respective programs.

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)

There are three existing baccalaureate degree-granting dental hygiene programs in Canada at the University of Alberta, Dental Hygiene Degree Program; University of British Columbia, Dental Hygiene Degree Completion Program; and the University of Toronto, Dental Hygiene Degree Completion Program.

There are no comparable programs in the province of Manitoba and there are no other dental hygiene programs in the Province. The establishment of this new program will make available, for the first time, baccalaureate-level education to dental hygienists in Manitoba. The baccalaureate will prepare students to meet more effectively the demands of current dental hygiene practice and acquire the degree that reflects more accurately the length and rigor of their education. It will allow prior diploma graduates to return to their

alma mater to continue their education. The baccalaureate will prepare students to pursue graduate education without leaving their home province.

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 appropriate University procedures.
Specific Program Information

1. Program Description

Describe the program and its objectives:

The concept for this program has been approved and is part of the Faculty of Dentistry Strategic Plan. It will build on the current diploma program. One important goal in planning this program is to use, to the greatest extent possible, existing University courses and cooperative arrangements with other academic departments.

The purposes for developing this program are to prepare graduates who will be able to

- function at the highest level of contemporary professional standards of dental hygiene care in a variety of health care settings
- acquire the academic degree that best reflects the full spectrum of their education
- pursue graduate education without unnecessary academic barriers
- produce a cadre of professionals better prepared to explore career options in community health, health promotion, education, and related disciplines.

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

The content that will be taught in this program mirrors the current curriculum in the diploma program. This program will extend across a traditional four-year curriculum, incorporate the University 1 year into the flow of courses, and add a maximum of 30 credit hours to the curriculum. The program will require a maximum of 129 credit hours for completing requirements for the baccalaureate degree.

Students will continue to study a range of liberal arts, the basic and dental sciences, clinical applications, and electives. The latter will be selected from existing University courses and departments.

2. Enrollment

What is the program's initial projected enrollment?

The initial projected enrollment for the program is 26 students.

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

The projected enrollment for the 2nd and 3rd years is 26 students respectively.

Describe the expected student profile?

The program will attract excellent traditional and non-traditional students who are interested in a progressive learning environment and a career in a dynamic, growing health profession. Students will become part of the oral health care team and will explore career options in private dental practice, community health, higher education, and industry. Students will be skilled communicators who are committed to the highest standards of clinical care and working collaboratively with dentists and other health professionals. Students will be prepared to continue their education at the graduate level. Graduates of the diploma program will be able to return to their alma mater to attain their baccalaureate while infusing their life experience and allegiance back into the University.

3. Labour Market Information

What labour market need is the program expected to meet?

There is high demand for dental hygienists, particularly in private dental practice. The need for dental hygienists is critical in rural areas both in private practices and other community settings. At present, estimates indicate that there are more than 500 community health-related dental hygiene positions in Canada.

Are there currently jobs in Manitoba in this field?

☒ YES

☐ NO

If yes, where (geographic location and industry)?

Since its inception in 1963, the University of Manitoba School of Dental Hygiene has been the primary source of dental hygienists for the Province. The School has never been able to meet the full demand for hygienists among private dental practitioners and in community settings. The demand is high in urban areas in the Province and critical in rural areas, especially in the northern communities.

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

There will be a continuing need for dental hygienists in private practice in urban and rural areas throughout the Province. The program will develop strategies to encourage future placements in areas of critical need such as in the northern communities. Changing demographics and oral health disease patterns suggest that there will be need for highly skilled allied oral health professionals to meet the health care needs of aging and special populations. There are developing opportunities for placement of dental hygienists in dental industry. There is an important need for dental hygiene educators for the future. This program can serve as an incubator for dental hygiene educators throughout the country.

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

According to the Winnipeg Labour Market Review (September 2000 @ <http://www.mb.hrdc-drhc.gc.ca>) the outlook for the Canadian economy is promising and inflation is under control. Canadian women made important wage gains over the past five years but full-time working women made only 72.5 cents for every dollar earned by men. Women made occupational inroads and now comprise 35% of managerial positions and 47% of physician and dentist positions while 70% continue to work in traditional female fields such as

teaching, nursing, clerical and sales positions. In 1996, 12% of women possessed a university degree, four times more than in 1971. These figures are projected to increase because women now comprise 55% of full-time university student enrolment.

The Review reports that Manitoba's business base is strong – petroleum and energy, construction, and manufacturing. The Province will acquire an \$800 million share of a new federal/provincial agreement which will add an extra \$23.4 billion to Canada's provincial health care budgets over five years. Manitoba will receive an \$81 million share over five years from an additional \$2.2 billion budgeted for early childhood development. The population base grew slightly for the second consecutive year and, while the national growth rate continued to decline, migration to other provinces represented the smallest loss in 13 years.

Dental hygiene is a traditionally female occupation. It remains so, although the student profile is beginning to change. The development of the baccalaureate program will enhance the educational base of the dental hygiene profession and rectify the disparity in the academic credential granted to program graduates. It will improve future job opportunities with no impact on the Provincial budget. The program will foster professional growth and support retaining graduates as productive citizens in Manitoba.

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

Regional surveys of dental hygienists conducted by the School of Dental Hygiene in 1985, 1988, and 1999 documented a strong interest in baccalaureate education. The Strategic Plan of the Faculty of Dentistry supports the development of the baccalaureate program. A degree-completion program, approved in principle in 1991 by the Universities Grants Commission, was never implemented because of fiscal constraints.

The School will consult within the Faculty of Dentistry, Office of the Provost, and other academic departments in order to use University resources in the most efficient and cost-effective ways. The School will seek advice and support from appropriate Provincial and Federal agencies and relevant private, community, and professional organizations.

Is there any other information relevant to this program ?

Students enrolled in the current dental hygiene program complete 99 credit hours including University 1 and receive a diploma as their academic credential. This educational outcome presents students with significant problems because there are no other dental hygiene programs in the Province. Students have no easy options for completing a baccalaureate or continuing their education at the graduate level. The creation of the baccalaureate will allow students to overcome these barriers and pursue careers with appropriate credentials and opportunities for future advancement.

Financial Information

Projected Program Costs: No change from existing program budget.

Projected Program Revenue: No change from existing program budget.

Submitted by: _____

SALME LAVIGNE

Name (print)

DIRECTOR, SCHOOL OF DENTAL HYGIENE

Position


Signature

FEB. 20, 2001

Date

Dr. Johann de Vries

Name (Print)

Dean, Faculty of Dentistry

Position


(Signature)

MARCH 14, 2001

(Date)



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UNIVERSITY
OF MANITOBA

Office of the President

March 8, 2001

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

To: Dr. Robert O'Kell, Dean, Faculty of Arts

From: Richard A. Lobdell, Vice-Provost (Programs) *RAL*

Re: B.A. (Adv.) And B.A. (Hon.) In Women's Studies

The Executive Director of COPSE, Dr. LeTourneau, reports that at its Council meeting on 9 February, COPSE approved our proposed new programs in Women's Studies.

On behalf of the Vice-President (Academic) and Provost, I authorize implementation of these two programs effective September 2001.

RAL/dg

cc James S. Gardner, Vice-President (Academic) and Provost
Beverly Sawicki, University Secretary



UNIVERSITY
OF MANITOBA

70. MAR 21 2001
Office of the President

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

22 March 2001

To: Dr. Robert O'Kell, Dean, Faculty of Arts

From: Richard Lobdell, Vice-Provost (Programs) *RL*

Re: Minor in Catholic Studies

At its meeting of 9 March 2001, the Council on Post-Secondary Education formally approved the proposal to establish a minor in Catholic Studies within the existing B.A. degree.

On behalf of the Vice-President (Academic) and Provost, I am pleased to authorize implementation of this new minor effective September 2001.

RAL/dg

cc James S. Gardner, Vice-President (Academic) and Provost
Daniel Lenoski, Acting Rector, St. Paul's College
Beverly Sawicki, University Secretary



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Office of the President

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11.2.2001

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

22 March 2001

To: Dr. Jim Jamieson, Dean, Faculty of Science

From: Richard Lobdell, Vice-Provost (Programs)

Re: B.Sc. (Major) in Biology

At its meeting of 9 March 2001, the Council on Post-Secondary Education formally approved the proposal to establish a major in Biology within the existing B.Sc. degree.

On behalf of the Vice-President (Academic) and Provost, I am pleased to authorize implementation of this new major effective September 2001.

RAL/dg

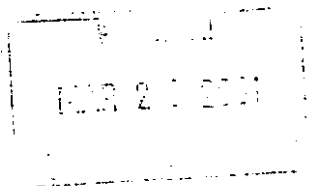
cc James S. Gardner, Vice-President (Academic) and Provost
Beverly Sawicki, University Secretary



UNIVERSITY
OF MANITOBA

Office of the President
22 March 2001

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

To: Dr. Doug Ruth, Dean, Faculty of Engineering

From: Richard Lobdell, Vice-Provost (Programs) *RL*

Re: Manufacturing Engineering

At its meeting of 9 March 2001, the Council on Post-Secondary Education received for information the University's decision to change the name of the Industrial Engineering program to the Manufacturing Engineering program.

On behalf of the Vice-President (Academic) and Provost, I am pleased to authorize implementation of this change in the program's change.

RAL/dg

cc James S. Gardner, Vice-President (Academic) and Provost
Beverly Sawicki, University Secretary



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OF MANITOBA

Office of the President

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

March 8, 2001

To: Richard Burleson, Acting Director, School of Music

From: Richard A. Lobdell, Vice-Provost (Programs) *RL*

Re: Masters of Music

The Executive Director of COPSE, Dr. Leo LeTourneau, reports that at its Council meeting of 9 February, COPSE approved our proposed Masters of Music program along with the requested resources of \$70,000 in baseline funding. Congratulations to you and your colleagues who have worked so diligently on this exciting new academic program

On behalf of the Vice-President (Academic) and Provost, I hereby authorize implementation of this new program effective September 2001.

RL/dg

cc James S. Gardner, Vice-President (Academic) and Provost
Fernando de Toro, Dean, Faculty of Graduate Studies
Beverly Sawicki, University Secretary

SENATE MEMBERSHIP 2001-2002

(a)	President	Emöke Szathmáry	01.07.96
(b)	Chancellor	Arthur Mauro	01.06.92
(c)	Vice-Presidents	Jim Gardner	01.07.91
		Michael McAdam	01.10.98
		Joanne Keselman	01.09.97
(d)	Deans of Faculties		
	Agricultural & Food Sciences	Harold Bjarnason	01.07.99
	Architecture	Michael Cox	01.01.89
	Arts	Robert O'Kell	01.07.99
	Dentistry	Johann DeVries	01.10.98
	Education	Romulo Magsino	01.07.96
	Engineering	Doug Ruth	01.07.99
	Graduate Studies	Fernando deToro	01.07.98
	Human Ecology	Ranjana Bird	01.07.00
	Law	Harvey Sector	01.07.99
	Management	Jerry Gray	01.01.96
	Medicine	Brian Hennen	01.07.99
	Nursing	David Gregory	01.09.98
	Pharmacy	David Collins	01.07.99
	Phys Ed & Rec Studies	Dennis Hrycaiko	01.04.97
	Science	Jim Jamieson	01.08.94
	Social Work	Don Fuchs	01.07.92
(e)	Directors of Schools		
	Art	Dale Amundson	01.07.93
	Music	Richard Burleson	01.08.00
(f)	Dean, Continuing Education	Anne Percival	15.11.99
(g)	Director, Libraries	Carolynne Presser	01.10.90
(h)	Vice-Provost (Student Affairs)	Dave Morphy	01.10.82
(i)	Heads of Constituent or Member Colleges		
	St. John's College	Janet Hoskins	01.07.97
	St. Paul's College	Dan Lenoski	01.07.00
	University College	Bob Bright	01.09.00-30.06.01
(j)	Vice-Deans of Arts and Science		
(k)	Appointed by the Board of Governors	Wendi Thiessen	01.07.99-30.06.01
		Linda Archer	01.07.98-30.06.01
(l)	President of UMSU	Nick Louizos	01.05.01-30.04.02

(m)	Appointed by Alumni Association	Mabel Lee (R)	01.06.00-31.05.01
		Leona Herzog	01.06.00-31.05.01
(n)	Members-at-large		
(o)	Elected by Faculty and School Councils (R=Re-elected)		
	Agricultural & Food Sciences	Bernie Dronzek (R)	01.06.00-31.05.03
		Gary Crow	01.06.01-31.05.04
		Rene van Acker	01.11.00-31.05.02
	Architecture	Alan Tate	01.06.00-31.05.03
	Art	Ted Howorth (R)	01.06.99-31.05.02
	Arts	Robert Bright	01.06.01-31.05.04
		Michael Feld (R)	01.06.00-31.05.03
		Mark Gabbert (R)	01.06.00-31.05.03
		Ellen Judd	01.06.00-31.05.03
		Barbara Payne (R)	01.06.00-31.05.03
		Moshe Stern (R)	01.06.00-31.05.03
		Michael Thomas	01.06.99-31.05.02
		John Whiteley (R)	01.06.01-31.05.04
		Ray Wiest	01.06.01-31.05.04
		Arlene Young	01.06.00-31.05.03
	Continuing Education Division, Counselling Services & Natural Resources Institute	Hannah Friesen	01.06.01-31.05.04
		Lori Wallace	01.06.00-31.05.03
	Dentistry	Amazis Louka	01.06.01-31.05.04
		William Christie	01.06.99-31.05.02
	Education	John Long (R)	01.06.01-31.05.04
		Lynn Taylor	01.06.00-31.05.02
	Engineering	Aniruddha Gole (R)	01.06.99-31.05.02
		Brian Stimpson (R)	01.06.99-31.05.02
		Douglas Strong (R)	01.06.01-31.05.04
	Human Ecology	Gustaaf Sevenhuysen	01.06.01-31.05.04
	Law	John Irvine (R)	01.06.01-31.05.04
	Libraries	Nicole Michaud-Oysttryk	01.06.00-31.05.03
		Pat Nicholls	01.06.00-31.05.03
	Management	Michele Bowring	01.06.01-31.05.04
		Charles Mossman	01.06.99-31.05.02

Medicine	Judy Anderson (R)	01.06.00-31.05.03
	Aubie Angel	01.06.00-31.05.03
	Brian Blakley	01.06.99-31.05.02
	Deepak Bose	01.06.00-31.05.03
	Jamie Boyd	01.06.99-31.05.02
	Donna Chow (R)	01.06.99-31.05.02
	Pat Choy	01.06.01-31.05.04
	Juliette Cooper (R)	01.06.00-31.05.03
	John Gartner (R)	01.06.99-31.05.02
	Leslie Graff	01.06.01-31.05.04
	Lorna Grant	01.06.00-31.05.03
	Edwin Kroeger	01.06.99-31.05.02
	Barbara Law	01.06.01-31.05.04
	Sora Ludwig	01.06.01-31.05.04
	Grant McClarty (R)	01.06.01-31.05.04
	William Rennie (R)	01.06.00-31.05.03
	Pawan Singal	01.06.01-31.05.04
	Donald Smyth (R)	01.06.01-31.05.04
	Klaus Wrogemann (R)	01.06.01-31.05.04
	Peter Zahradka	01.06.99-31.05.02
Music	Kurt Markstrom	01.10.00-31.05.01
Nursing	Sandy Gessler	01.06.01-31.05.04
	Lorna Guse (R)	01.06.99-31.05.02
Pharmacy	Keith Simons (R)	01.06.99-31.05.02
Phys Ed & Rec Studies	Kelly MacKay	01.07.00-30.06.01
Science	Mark Abrahams	01.06.99-31.05.02
	Harry Duckworth (R)	01.06.00-31.05.03
	David Punter	01.06.01-31.05.04
	Tony Secco (R)	01.06.99-31.05.02
	Juris Svenne	01.06.00-31.05.03
	George Tabisz	01.06.01-31.05.02
	John van Rees	01.06.00-31.05.03
	Joseph Williams	01.06.00-31.05.03
Social Work	Len Kaminski	01.06.98-31.05.01
	Len Spearman	01.01.01-31.05.02
(p)	Heads of Affiliated Colleges	
	St. Andrew's College	Vivian Olender 01.07.99
	St. Boniface College	Paul Ruest 10.08.81
(q)	Deputy Minister of Education	Ben Levin

ELECTED BY THE STUDENTS (April 1, 2001 to March 31, 2004)

Agricultural & Food Sciences	Arvel Lawson
Architecture	Vasili Mattheos
Art	Vacant
Arts	Scott Kemp Patryk Lomza Mehari Teclmariam Vacant
Dentistry	Babak Nurbakhsh
Education	Vacant Vacant
Engineering	Mercedes Alcock
Graduate Studies	Narjit Chadha(R) Julie Henderson Gordon Teti
Human Ecology	Melissa Zirk
Law	Kevin Toyne
Management	Jason Kuffner (R) Sunil Bajaj
Medical Rehabilitation	Vacant
Medicine	Vacant
Music	Cindy Isaak
Nursing	Cheryl Vatamaniuck
Pharmacy	Ruby Singh
Phys Ed & Rec Studies	Vacant
Science	Gaurav Bhatt Amit Kaushal Colin Yeung
Social Work	David Azuelos

ASSESSORS

Vice-Provost (Academic Affairs)	Karen Ogden
Vice-Provost (Programs)	Richard Lobdell
Associate Vice-President (Research)	Digvir Jayas
Associate Dean of Grad Studies	Pawan Singal
Associate Dean of Continuing Education	Bill Kops
Chair of SPPC	Norm Halden
UMFA Representative	Ranjan Roy
St. Boniface College	Raymond Théberge
Director of Admissions	Peter Dueck
Director of Student Records	Richard Levin
Natural Resources Institute	Wendy Dahlgren
President, Canadian Mennonite Bible College	G. Gerbrandt
President, William & Catherine Booth College	Jonathan Raymond
Vice-President of UMSU	James Kusie (01.05.01-30.04.02)
President of Grad Students Association	Amanda Jones (01.05.01-30.04.02)
Director of University I	Bev Cameron
University 1 Students	Michael Niziol (01.11.00-31.10.01) Jeffray Bhamra (01.02.01-31.10.01) Piotr Sliwowski (01.11.00-31.10.01)

/sgp

Emőke J. E. Szathmáry

March 21, 2001 - April 21, 2001

Wednesday, March 21, 2001

- Dinner meeting with University Benefactor

Thursday, March 22, 2001

- Represent University of Manitoba at Manitoba Training & Education Summit
- Provide remarks at Province of Manitoba announcement regarding capital funding of universities' (at University of Winnipeg)

Friday, March 23, 2001

- Attend St. Paul's College Baccalaureate Mass

Saturday, March 24, 2001

- Provide parting remarks at St. Paul's College Graduation Dinner

Monday, March 26, 2001

- Chair meeting of Council of Presidents of Universities in Manitoba

Wednesday, March 28, 2001 - March 30-31, 2001

- Attend Annual meeting of the American Association of Physical Anthropologists (AAPA) in Kansas City Missouri
 - Chair Editorial Board meeting, American Journal of Physical Anthropology
 - Attend AAPA Executive Committee meeting and give Editor's report
 - Attend AAPA Annual Business Meeting and give Editor's Report

Thursday, March 29, 2001

- Attend dinner in Toronto, in honour of the establishment of the Paul Desmarais Sr. Chair at INSEAD

Monday, April 2, 2001

- Telephone meeting, Dr. Ron J. Duhamel, Minister of Veterans Affairs and Secretary of State (Francophonie and Western Economic Diversification)
- Campaign Cabinet meeting

Tuesday, April 3, 2001

- Host Student Volunteer Recognition Reception, 37 King's Drive

Wednesday, April 4, 2001

- Attend TD Bank - Reception and Dinner, Winnipeg, MB

Thursday, April 5, 2001

- Attend luncheon with President and President-elect of the University of Manitoba Alumni Association

Friday, April 6, 2001

- Host reception for those who received promotion and/or tenure 1996-2000 at the University Club

Saturday, April 7, 2001

- Attend reception arranged by a Major Benefactor of the University for a potential donor

Monday, April 9, 2001

- Participate, with others, in CBC radio open-line show with Don Benham, Host
- Attend meeting with Presidents and Board Chairs with the Minister of Advanced Education, Diane McGifford

Tuesday, April 10, 2001

- Attend Budget Address, Legislative Building

Thursday, April 12, 2001

- Host International Students' Reception at 37 King's Drive

Wednesday, April 18, 2001

- Meet with Mr. Reg Alcock, MP, Winnipeg South
- Attend reception for the Associates of the I.H. Asper School of Business

Thursday, April 19, 2001

- Tape a video to bring greetings from the University to the opening ceremony of the Centre for Aboriginal Health Research
- Attend Order of Manitoba Advisory Council meeting at Government House, for selection of candidate for the Order of Manitoba
- Host Rh Institute Awards Reception at 37 King's Drive

Friday, April 20, 2001

- Provide remarks at the Grand Opening of the Consumer and Patient Health Information Service - Neil John Maclean Health Sciences Library
- Provide parting remarks, School of Agriculture Graduation Dinner
- Participate in graduation ceremony, School of Agriculture

Saturday, April 21, 2001

- Provide remarks at the Retirees' Reception on recent highlights and news about the University
- Provide parting remarks to the graduands at the Faculty of Pharmacy's Graduation Dinner

Election of Senate Representatives to the Board of Governors and to the Senate Executive Committee

General

Section 11.2 of the *Senate Handbook* outlines the procedures to be followed for the election of members of Senate to the Board of Governors. Among the more important procedures are the procedures governing nominations, the means of balloting, and the procedures to be followed in the event of a tie vote.

Special attention is directed to Clause 11.2.3, which reads in part "...If the person nominated is not present, the nominator must state that the person nominated has consented to the nomination."

A. Election of Senate Representatives to the Board of Governors

1. The following resolution was approved by Senate on June 4, 1997: "*That Senate rescind its resolution of March 9, 1976 reserving one of its seats on the Board of Governors for a student Senator*".
2. The following resolution was approved by Senate on June 4, 1997: "*That in the future, as openings occur, Senate assure itself that at least one of the three individuals who represent it on the Board of Governors has no administrative responsibilities greater than those of department head at the time of election*".

3. Members-at-large

According to Section 27(4) of *The University of Manitoba Act* (the "Act"), a member of Senate elected by a faculty or school council who has been subsequently elected by Senate to the Board and whose term of office on Senate expires before his or her term of office on the Board, shall be appointed by Senate to be a member-at-large of Senate for the remainder of his or her term on the Board unless re-elected to Senate.

4. Students and *Ex Officio* Members

Students and *ex officio* members who are elected to represent Senate on the Board of Governors, but whose membership on Senate expires prior to their membership on the Board are dealt with under the terms of the Act (Section 10(2)).

Pursuant to Section 10(2) of the Act, the Senate Executive Committee shall bring to Senate a motion to grant assessor status on Senate for the remaining portion of a student or *ex officio* member of Senate who was elected to represent Senate on the Board of Governors and whose term on Senate has expired prior to the person's term on the Board. Should such a motion fail, a motion to terminate the membership on the Board of Governors as a Senate representative shall be adopted.

5. Present Senate representatives on the Board:

Professor J. Hoskins (St. John's College)	2001
Professor H. W. Duckworth (Science)	2002
Professor A Secco (Science)	2003

6. Not eligible for election are: the Chancellor; the President; and the Board representatives on Senate, Ms. L. Archer and Ms. W. Thiessen.

7. Terms of Senate representatives on the Board are normally for three years.

Procedures

1. Nominations for the position shall be received from the floor.
2. Senators shall vote for no more than one candidate on the ballot provided.
3. The candidate receiving the largest number of votes shall be declared elected for a three-year term.
4. In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

B. Election of Senate Representatives to the Executive Committee

1. One representative is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to be elected for a three-year term (June 1, 2001 - May 31, 2004) to replace Dean M. Cox, whose term of office ends on May 31, 2001.

(1) Eligible for election are:

- (a) Vice-Presidents: J. Keselman, M. McAdam
- (b) Deans: H. Bjarnason, M. Cox, J. de Vries, J. Wiens, D. Ruth, F. de Toro, R. Bird, H. Sector, J. Gray, B. Hennen, D. Gregory, D. Collins, D. Hrycaiko, J. Jamieson and D. Fuchs
- (c) Directors: D. Amundson and R. Burleson

(2) Presently serving:

Dean M. Cox (Architecture)	2001
Dean R. O'Kell (Arts)	2002
Dean A. Percival (Cont Education)	2003

(3) Procedures:

- (a) Nominations for the position shall be received from the floor.

- (b) Senators shall vote for no more than one candidate on the ballot provided.
 - (c) The candidate receiving the largest number of votes shall be elected for a three-year term.
 - (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.
2. Two elected faculty representatives to be elected for three-year terms (June 1, 2001 - May 31, 2004), to replace Professors B. Stimpson and A. Secco, whose terms on the Executive Committee expire on May 31, 2001.

(1) Presently serving:

Professor B. Stimpson (Engineering)	2001
Professor A. Secco (Science)	2001
Professor J. E. Cooper (Medicine)	2002
Professor M. Feld (Arts)	2002
Professor M. Stern (Arts)	2002
Professor M. Abrahams (Science)	2003
Professor E. Kroeger (Medicine)	2003
Professor W Christie (Dentistry)	2003

(2) Procedures:

- (a) Nominations for the positions shall be received from the floor.
- (b) Senators shall vote for no more than two candidates on the ballot provided.
- (c) The two candidates receiving the largest number of votes shall be elected for three-year terms.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

/sgp

PROCEDURES FOR THE ELECTION OF A STUDENT MEMBER
TO THE EXECUTIVE COMMITTEE OF SENATE

Observations

1. The composition of the Executive Committee makes provision for one student member and three student assessors. The President of U.M.S.U. serves in an ex-officio capacity as one of the two student assessors, as does the President of G.S.A.
2. The terms of the student member and the student assessor named by the student senator caucus are of one-year duration, from April 1 to March 31 of the following year. The terms of the U.M.S.U. President and the G.S.A. President are from May 1 to April 30 of the following year.

Recommendations

1. That a caucus of student Senators, to be convened by the President of U.M.S.U., prepare for presentation to the April meeting of Senate, a slate of candidates for the election of a student member to the Executive Committee of Senate.
2. That the caucus of student Senators name one of its members as an assessor to the Executive Committee and advise Senate of the person so chosen.

April 25, 2001

Report of the Senate Executive Committee**Preamble**

1. The terms of reference for the Senate Executive Committee are found in Section 7.2 of the *Senate Handbook* (revised 2000).
2. The Senate Executive Committee held its regular monthly meeting on April 25, 2001.

Observations

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

Dean B Stimpson will be the Speaker for the Executive Committee for the May meeting of Senate.

2. **Nominations to the Senate Committee on Nominations**

The report of the University Secretary on the Senate Committee on Nominations is attached. Members of the Committee are nominated by the Senate Executive Committee and elected by Senate (see recommendation below).

3. **Comments of the Senate Executive Committee**

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

Recommendation

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate for three-year terms ending May 31, 2004:

- a) Architecture & Engineering: Professor Alan Tate (Senator)
- b) Science: Professor Norman Hunter (re-elected)
- c) Law & Pharmacy: Professor Anne McGillivray (re-elected)
- d) Nursing, Social Work & Counselling Service: nomination yet to be confirmed.

Respectfully submitted,

Dr R Lobdell, Acting Chair
Senate Executive Committee

Terms of Reference: *Senate Handbook* (revised 2000), Section 7.

/sgp

Report of the University Secretary on the Committee on Nominations

At the July 1977 meeting of Senate, Senate approved without debate the following area representations for the Committee on Nominations. The representation was amended in July 1991 to include the Libraries. The membership at June 1, 2001 is as follows:

1.	Agriculture & Human Ecology	B. L. Dronzek *	to	2003
2.	Architecture & Engineering	A. Gole *		2001
3.	Arts	R. Chernomas		2002
4.	Science	N. Hunter		2001
5.	Law & Pharmacy	A. McGillivray		2001
6.	Medicine & Dentistry	D. Chow *		2002
7.	Education & Physical Education	J. Long *		2003
8.	Management & Continuing Education	W. Kops *		2002
9.	Music, Fine Arts, Natural Resources Institute & Libraries	R. Burleson *		2003
10.	Nursing, Social Work & Counselling Service	L. Guse *		2001
11.	Students (2)	B. Neill		2001
		J. Leclerc		2001

* denotes member of Senate

The terms for Professors Gole, Hunter, McGillivray and Guse are ending on May 31, 2001. Replacements are required for the following areas (all are three-year terms):

1. Architecture & Engineering
2. Science
3. Law & Pharmacy
4. Nursing, Social Work & Counselling Service

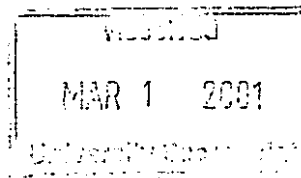
The composition of the Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since five of the academic members currently on the Committee are Senators, one of the replacements will have to be a member of Senate.

/sgp



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OF MANITOBA

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Faculty of Graduate Studies

Professor Fernando de Toro, Ph.D.
Dean

500 University Centre
Winnipeg, Manitoba
CANADA, R3T 2N2
Phone: (204) 474-9887
Fax: (204) 474-7553
E-Mail: FdeToro@ms.Umanitoba.ca

MEMORANDUM

Date: March 13/01

To: Ms. Bev Sawicki, University Secretariat, 310 Administration Bldg

From: Dr. Fernando de Toro, Dean, Faculty of Graduate Studies

Subject: MOTIONS FROM THE FACULTY COUNCIL COMMITTEE OF GRADUATE STUDIES:

The following motions were passed at the Faculty Council Committee meeting on February 27/01.

MOTION SECCO/COX that the Faculty Council of Graduate Studies approve the proposed Masters in Disability Studies and that it be forwarded to Senate. CARRIED. (Proposal att.)

~~MOTION SECCO/KRIELLAARS THAT Faculty Council approve the course deletion in the Faculty of Medicine (Human Anatomy & Cell Science) and forward to Senate. CARRIED. (Material att.)~~

~~MOTION SECCO/CHALMERS THAT Faculty Council approve the course introduction and course deletion in the Faculty of Education (Ed. Admin. Fdns. Psych.) and forward to Senate. CARRIED. (Material att.)~~

~~MOTION SECCO/SCRUBY THAT Faculty Council approve the course modifications in the Faculty of Arts (Linguistics) and forward to Senate. CARRIED. (Material att.)~~

FDT.jc

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the proposal to Senate.

atts. (2)
/jc



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UNIVERSITY
OF MANITOBA

Social Work
Dean's Office

521 Tier Building

Winnipeg, MB
R3T 2N2

Tel: (204) 474-7050

Fax: (204) 474-7594

Email: Social_Work@Umanitoba.CA

February 16, 2001

Ferdinand De Toro, Dean
Faculty of Graduate Studies
500 University Centre
University of Manitoba
R3T 2N2

Dear Dr. De Toro:

Enclosed please find the revised proposal for the Masters in Disability Studies. We have incorporated the comments from the external reviewers and members of the Faculty of Graduate Studies into the proposal. In this cover letter, we highlight the specific ways in which the proposal has been strengthened.

The areas that we have addressed within the proposal itself include a variety of management and administrative structure issues. We have also changed substantially the course descriptions and supporting texts in Appendix D.

Management of the proposed Masters in Disability Studies program.

The composition of the Disability Studies Graduate Program Committee (DSGPC) has been clarified (see pages 14 - 15). Members will come from specified academic units, CCDS as well as a graduate student representative. The initial length of term will be staggered (one or two years), and, as positions become available, members will serve for two year terms.

Responsibilities of the Disability Studies Graduate Program Committee.

This committee will be responsible for curriculum matters and issues of student standing -- for example, academic advising, student appeals, thesis committee structure, timely review of student progress. All aspects of this work will be done in accordance with Faculty of Graduate Studies regulations.

Chair of the Disability Studies Graduate Program Committee.

The Chair is identified as holding an academic position at the University of Manitoba and will be responsible for the day to day administration of the program, arranging for course instructors and thesis committee advisors (see pages 14 -15).

It has been suggested that the first chair be named in this proposal. We have declined to do so. First, we have always recognized that new resources will have to be made available in order to implement the proposed program. Without these resources, it is difficult for us to talk to deans or other directors of academic programs about personnel allocations. The committee that is making this proposal has worked closely together to develop and champion the initiation of a Disability Studies program at the University of Manitoba. We have developed a strong collaborative working relationship among various faculties and other units within and outside the University of Manitoba.

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FEB 19 2001

Supplemental Regulations.

The proposed program will be guided by existing Faculty of Graduate Studies regulations. We will follow University procedures to make changes should these be necessary in the future. We have removed all references to supplemental regulations in the proposal.

Science Requirement.

Students will need a BSc degree in order to seek a MSc (Disability Studies) within this program (see page 16).

Composition of Masters Thesis Committees.

Membership of the Thesis committees will include representation from at least two academic disciplines (eg. Education and Social Work or Nursing and Medical Rehabilitation) (see page 19)

We have made several changes to Appendix D: Course Outlines and Descriptions.

Overall, we have strengthened the course descriptions. In particular, we have included a policy and international focus.

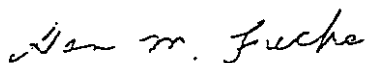
The text and bibliography list for each new course proposed have been expanded and strengthened. These now reflect the plethora of emerging literature in this academic discipline. Most of the added listings are already available through current University of Manitoba library holdings.

We have clarified the focus of the Seminar in Disability Studies course. Now titled Selected Topics in Disability Studies, this course will entail a rotation of key themes in Disability Studies (see page 18) and will still be offered as a seminar. This change allows us to take advantage of university faculty who could be recruited to offer a course in their area of expertise.

Finally, we have changed the title of the Review of Research course to Evaluation and Application of Research Methods in Disability Studies.

Thank you again for the chance to clarify and strengthen this proposal.

Sincerely,



Henry Enns
Don Fuchs
Zana Lutfiyya
Deborah Stienstra

cc: Anthony Secco, Associate Dean, Faculty of Graduate Studies

A Proposal for an
INTERDISCIPLINARY GRADUATE PROGRAM
in
DISABILITY STUDIES

Faculty of Graduate Studies
The University of Manitoba

Revised Proposal
February 19, 2001

EXECUTIVE SUMMARY

This document proposes the establishment of an interdisciplinary graduate degree program in Disability Studies at the University of Manitoba. The purpose of this interdisciplinary graduate degree is to provide an opportunity for students to pursue higher education and research in the field of Disability Studies. The Master's degree will build on the firm foundation of knowledge and skills developed during undergraduate studies from one of a variety of disciplines. The program is designed to build an appreciation for and an application of Disability Studies across the students' chosen disciplines of expertise.

This proposal presents an historical perspective on the development of Disability Studies in Manitoba and Canada and describes the need and expressed demand for opportunities for advanced study in this field. It includes a description of the proposed program and the resources applied to the program. Appendices include supplementary material that supports the establishment of an interdisciplinary program in Disability Studies by September 2001.

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A. PROGRAM DESCRIPTION

I. OBJECTIVES AND FEATURES

Objectives

The goal of this proposal is to establish an interdisciplinary Master's degree program in Disability Studies at the University of Manitoba. The program will provide students with the opportunity for advanced research and scholarship in the field of Disability Studies. The program also proposes a graduate level Option in Disability Studies that would be available to both Master's and Doctoral students.

The objectives of the interdisciplinary Master's degree program in Disability Studies are as follows:

- * to promote interdisciplinary work in Disability Studies;
- * to provide graduate students with an opportunity to apply their undergraduate degrees and work experience to an interdisciplinary Master's degree program in Disability Studies;
- * to meet the demand from students, staff and organizations for persons with disabilities for an interdisciplinary graduate program in Disability Studies;
- * to facilitate and encourage the involvement of leaders in the disability community and at the University of Manitoba to be educators, researchers and decision makers;
- * to enhance employment opportunities for persons with disabilities; and,
- * to promote greater access to the University for persons with disabilities.

Novel and Innovative Features

Participation of the Disability Community and the Canadian Centre on Disability Studies (CCDS). Various sectors were brought together by The Canadian Centre on Disability Studies (CCDS) to develop this program proposal. CCDS is a university-affiliated, community-based, consumer-directed Centre which, in response to global disability needs and demands, promotes and conducts research and education on disability issues. CCDS is committed to the development of a Master's degree program that will incorporate the perspectives of people with disabilities, and contribute to teaching and research which will have local and global impacts. In the process of developing parameters for this program, CCDS has conducted several consultations with members of disability organizations, academics, and the University administration.

In May 1998, CCDS hosted the First National Symposium on Disability Studies¹ to continue these discussions. Local, national and international experts (from Manitoba, Alberta, Québec, Ontario and Chicago) addressed the symposium participants who also represented disability organizations and universities from across Canada. This working meeting enabled CCDS to consult with members of other academic institutions who were in a position to advise on the implementation of

¹ Brian Szklarczuk, A Report on the Canadian Centre on Disability Studies First National Symposium on Disability Studies (Winnipeg: Canadian Centre on Disability Studies, July 1998)

an interdisciplinary Master's degree program. The knowledge gleaned from other universities, and the expertise and perspectives brought to the forum from members of consumer organizations, was used by CCDS and the University Steering Committee in the development of this program proposal.

The essence of CCDS's vision is the development of a Master's program that will be meaningful to consumers, have high academic standards and integrity, and serve to facilitate the full and equal inclusion and participation of people with disabilities in society. Consumer organizations have concurred that there is a need for a program in Disability Studies that will emphasize the cultural and social definitions of disability, while adopting an inter-disciplinary approach.

Contribution to Disability Studies as a Discipline. The establishment of this Master's program would allow the University of Manitoba to contribute to the emerging discipline referred to as Disability Studies. Disability Studies is both an intellectual and a political endeavour that is gaining momentum and broader visibility. It provides an epistemology of inclusion and integration and seeks to study disability as a social, political and cultural phenomenon.²

Disability Studies examines ideas related to disability in all forms of cultural representations throughout history and examines the policies and practices of all societies to understand the social, rather than the physical or psychological determinants of the experience of disability. This focus shifts the emphasis away from a prevention, treatment, remediation paradigm to a social, cultural, political paradigm. This shift does not signify a denial of the presence of impairments, nor a rejection of the utility of intervention and treatment. Instead, Disability Studies has been developed to disentangle impairments from the myth, ideology, and stigma that influence social interaction and social policy. The scholarship challenges the idea that the economic and social status and the assigned roles of people with disabilities are inevitable outcomes of their condition.³

Disability Studies views disability as a social construction. While Disability Studies recognizes physical and mental differences between individuals, this perspective stresses that, "the nature and significance of these differences depends on how we view and interpret them."⁴ Thus, instead of focusing on ways of either "fixing" or socially segregating people with disabilities, Disability Studies promotes the critical analysis of society.⁵

There is one degree-granting program in Disability Studies in Canada, and it is the undergraduate Degree Completion Program in Disability Studies offered by Ryerson Polytechnic University.⁶ At

² Simi Linton, "Disability Studies/Not Disability Studies", Disability and Society Volume 13, Number 4, p.527.

³ David Pfeiffer & Karen Yoshida, "Teaching Disability Studies in Canada and the USA". Disability and Society Volume 10, Number 4, 1995, p.480.

⁴ R. Bogdan & S. Taylor, The Social Meaning of Mental Retardation: Two Life Stories (New York: Teachers College Press, 1994) p. 63.

⁵ Perri Harris & Lori Lewin, Information Package on Disability Studies (New York: Centre on Human Policy, Syracuse University, August 1998) p. 1

⁶ The degree designation is Bachelor of Applied Arts in Disability Studies. (B.A.A. Disability Studies). Some of the notable Canadian experts in Disability Studies include Judith Sandys at Ryerson Polytechnic University; Karen Yoshida at the University of Toronto; and Patrick Fougeyrollas at Université Laval.

the international level, Disability Studies degree programs are more readily available. For example, these include programs at the undergraduate and graduate levels at universities in the United States (such as Syracuse University and the University of Illinois at Chicago), Europe (such as the Universities of Sheffield, London and Leeds) and Australia (such as Flinders and Griffith Universities).⁷

With the recognized scholarly contributions in research and teaching, the academic importance and integrity of Disability Studies has become established throughout the world.⁸ There are several scholarly periodicals in the field such as the Disability Studies Quarterly (edited originally by the late Irving Kenneth Zola of Brandeis University), Journal of Disability Policy Studies, Disability, Culture and Education, and Disability and Society (edited by Len Barton at the University of Sheffield). Many scholarly journals in political science, economics, sociology, anthropology, law, history, education and psychology publish articles on disability issues. For example, the Policy Studies Journal recently published a two-volume symposium on disability policy. Clearly, Disability Studies is an important, emerging area of study. At the same time, the University of Manitoba has the opportunity to be a lead institution in facilitating this emergence.

Interdisciplinarity. The proposed Master's Degree in Disability Studies program will allow the pursuit of interdisciplinary graduate education in this area. It will also accommodate students from other faculties and professions who are interested in enhancing their knowledge in the field. The program will present a core body of courses in the field of Disability Studies, while at the same time, providing a broad complement of discipline-specific electives in other departments and faculties. (See Appendix B: Disability-Related Courses at the University of Manitoba). There is a diverse group of faculty members at the University of Manitoba with expertise in Disability Studies. They are in Sociology, Social Work, Education, Physical Education and Recreation, Family Studies, Medicine, Community Health Sciences, Women's Studies, Nursing, and Economics.

The interdisciplinary character of the proposed program is congruent with the University of Manitoba's publicly stated commitment to develop more multi- and inter-disciplinary research and programs (see, for example, the Roblin Commission Submission). This was re-iterated by the University of Manitoba's Task Force on Strategic Planning which noted that, "As department complements shrink, and as interdisciplinary approaches to problem-solving gain ascendancy in many fields of study, we can expect to receive applications from individuals who seek to be appointed or affiliated with people from more than one department or Faculty."⁹ Although graduate work in disability-related areas has been completed by students at the University of Manitoba, the

⁷ Some of the internationally recognized experts in this field include Steve Taylor at Syracuse University; David Braddock at the University of Illinois at Chicago; Simi Linton at Hunter College of the City University of New York; David Pfeiffer at the University of Hawaii at Manoa; and Len Barton at the University of Sheffield.

⁸ David Pfeiffer & Karen Yoshida, "Teaching Disability Studies in Canada and the USA" Disability and Society Volume 10, Number 4, 1995, pp. 475-500.

⁹ Building on Strengths: Final Report of the Task Force on Strategic Planning (The University of Manitoba, February, 1998) p. 66.

scholarship has, in many ways, been carried out within the vacuum of a single department, constrained by the bounds of individual disciplines.¹⁰

The proposed graduate program in Disability Studies offers students the opportunity to complete the advanced study of issues relating to people with disabilities within the framework and support of a broad base of disciplines and faculties, and in a manner that reflects their commitment to the disability community and sensitivity to disability perspectives.

A Structured Interdisciplinary Program. In the course of the May 1998 Symposium on Disability Studies, a consensus was reached that although disability-related courses are currently offered at the University of Manitoba, the growing knowledge base necessitates a common focus in order to promote scholarship in the area.¹¹ As discussed above, Disability Studies is a recognized academic discipline and represents a growing field of study in several universities in North America and Europe. There are many reasons why a structured interdisciplinary program is preferable to the use of the current individual interdisciplinary program.

Rigor And Consistency:

A program in Disability Studies, with such aspects as supplemental regulations, associated course work, and proposal guidelines, serves to guarantee academic integrity, consistency and rigor. Although the individual interdisciplinary programs have rigor, their *raison d'être* is to tailor programs of study for particular students and particular research interests. There is no attempt, beyond the minimum regulations for the Faculty of Graduate Studies, to attain coherence in the individual interdisciplinary programs. Their difference is their purpose. We are proposing a structured interdisciplinary program because we wish to establish consistency across a program (as did the Genetics program, the Native Studies Master's program and the Foods and Nutritional Science Ph.D.).

Collaborative Research And Funding:

Interdisciplinary programs offer opportunities for faculty members and students to participate in collaborative research projects. Collaborative research and interdisciplinary perspectives are both receiving increased funding and attention from national funding bodies. A structured interdisciplinary program would permit University of Manitoba faculty and graduate students to work together collaboratively, leading to the possibility of increased funding opportunities.

¹⁰ See, for example, Cheryl Martens "Developmental Disability and Aboriginal Peoples: An Overview of Current Practice and Process in Institutionalization" M.Ed. Thesis, University of Manitoba, Pending 1999; Laurie Ringaert "The Delivery of Assistive Technology Viewed from the Consumer Perspective: Independent Living" M.Sc. Thesis, University of Manitoba, 1997; Carrie Solmundson "The Supported Retirement Program: The Social Validity of Later Life Planning for Older Adults with Mental Disabilities" MSW. Thesis, University of Manitoba, 1997; Colleen Watters "A Practicum Project Exploring and Analyzing Outreach Methodologies Utilizing the Independent Living Resource Centre as a Setting" MSW Practicum, University of Manitoba, 1990.

¹¹ Brian Szklarczuk A Report on the Canadian Centre on Disability Studies First National Symposium on Disability Studies (Winnipeg: Canadian Centre on Disability Studies, July 1998)

Reputation:

A structured interdisciplinary program would give the University of Manitoba an opportunity to develop a reputation in the field. At present, there are no existing degree-granting Master's in Disability Studies programs in Canada. Only universities in the United States, Europe and Australia grant graduate degrees in this field; and it is significant to note that all of these programs are interdisciplinary in scope. It is clear that within the next few years a Master's program in Disability Studies will be introduced at a Canadian University. The University of Manitoba has a short window of opportunity to be that program.

Visibility:

A structured and named program would allow the University of Manitoba to demonstrate in a concrete way its commitment to the study of disability issues. The availability of a structured interdisciplinary Master's Degree in Disability Studies would allow the University to reach out and include the disability community in the research and study taking place within its domains.

Marketability:

The University of Manitoba cannot reasonably advertise a graduate program in Disability Studies unless it has a program called Disability Studies. The availability of courses at the graduate level does not yield a comprehensive and tangible program.

II. CONTEXT**Response of the Program to Needs in Manitoba and/or Canada**

Historical and Political Forces. Disability Studies has emerged as a discipline within the contexts of the Disability Rights and Independent Living Movements which have advocated for civil rights and self-determination over the past two decades. Since the 1970s, this movement on behalf of the rights of persons with disabilities in Canada and the United States has achieved significant policy goals, and also helped in the emergence of Disability Studies by uniting academics and advocates who discovered that they shared common concerns. Disability Studies has removed disability from the medical sphere and situated it in the political realm. It has resulted in the development of a "disability framework" which examines the social, political and economic forces which have marginalized and oppressed persons with disabilities for centuries, just as feminist and other frameworks have been developed to address the historic and systemic disadvantage of women, children, the poor and visible minorities. This paradigm shift has meant that persons with disabilities, along with their advocates and allies, are taking an increasingly active role in demanding that society acknowledge their rights, eliminate barriers to full participation and provide appropriate supports, with a view that these interventions, "will enable people with disabilities to live

in ways that are personally satisfying, socially useful and meet national and international standards of social well-being, human rights and citizenship."¹²

Canadian Demographic Trends. The field of Disability Studies is important because of the number of persons involved. Everyone, at some point, becomes disabled. According to Statistics Canada's Health and Activity Limitation Survey, about 17.8% of Canada's adult population (aged 15 and over) - or 3.8 million Canadians - had some form of disability in 1991. In that year, the number of Canadians of all ages with disabilities totalled 4.2 million people, or 15.5% of the population.¹³ The large number of persons with disabilities and the vast amount of dollars spent on such areas as rehabilitation, support services and income support make it an important area for teaching and research.

Expressed Needs: Survey of Winnipeg Community Organizations for Persons with Disabilities. The Winnipeg Area Study, on behalf of CCDS, conducted a survey of 32 community organizations for persons with disabilities (see Appendix A) in March, 1999. The purpose of the agency questionnaire was to obtain the views of community groups on the establishment of a Master's Degree in Disability Studies. Questionnaires were returned by 19 of these community groups (a response rate of 59%). The findings indicated that the majority of the respondents (53%) agreed as to the need for this kind of program. One respondent (5%) was opposed to the development of a graduate degree in Disability Studies, and the remainder of the respondents (42%) expressed that they were "Not Sure" about the need for the program. (Further elaboration in the form of qualitative comments, on this and other questions in the survey, is included in Appendix A.) The very great majority of the respondents (90%) indicated that this degree program should focus on all disabilities.

¹² Marcia H. Rioux "Enabling the Well-Being of Persons with Disabilities", Paper presented to The World Bank, Washington D.C., March 1998, p. 1.

¹³ G. Fawcett, Living with a Disability in Canada: An Economic Portrait (Ottawa: Office for Disability Issues, Human Resources Development Canada, 1996) p. 4.

The rated importance of various curriculum areas is shown in Table 1 below.

Table 1: Rated Importance of Curriculum Areas				
	Very Important	Important	Not Important	TOTAL
Community Development	42% (n=8)	53% (n=10)	5% (n=1)	100% (n=19)
Employment	79% (n=15)	21% (n=4)	—	100% (n=19)
Advocacy/Self-Advocacy	53% (n=10)	47% (n=9)	—	100% (n=19)
Personal Planning	61% (n=11)	22% (n=4)	17% (n=3)	100% (n=18)
Management/Supervisory Skills	37% (n=7)	63% (n=12)	—	100% (n=19)
Social and Cultural Change	47% (n=9)	53% (n=10)	—	100% (n=19)

Just over two-thirds of the community organizations (69%) reported that their staff would be interested in a Master's in Disability Studies program. About one-quarter of these organizations (26%) stated that they would "Definitely" encourage their staff to enrol in this program, and 63% indicated that "Maybe" they might do so. Only 11% of the community groups responded that they would "Not at All" encourage their staff to enrol.

The rated likelihood of offering staff incentives to enrol in the program, and employing graduates of a Disability Studies program is shown in Table 2 below.

Table 2: Rated Likelihood of Offering Staff Incentives and Employing Disability Studies Program Graduates				
	Very Likely	Possibly	Not at All	TOTAL
Staff Incentives to enrol in Disability Studies	21% (n=4)	68% (n=13)	11% (n=2)	100% (n=19)
Employing Disability Studies Graduates	17% (n=3)	77% (n=14)	6% (n=1)	100% (n=18)

It is anticipated that graduates from this program will make an important contribution to a wide variety of organizations, institutions and government departments. These include Independent Living Resource Centres, advocacy organizations (such as the Associations for Community Living, Winnipeg and Manitoba), rehabilitation organizations (such as Workers Compensation Board, and Manitoba Public Insurance), organizations within the broader core sector (such as Great West Life, Blue Cross and the Royal Bank), schools and universities, hospitals, Child and Family Services, community development organizations and social planning councils.

Finally, just over two-thirds of the community organizations (67%) indicated a willingness to participate in a focus group or planning forum on the Disability Studies program. Letters of Support can be found in Appendix H.

Expressed Needs: Survey of University of Manitoba Students. A survey of 110 University of Manitoba students in the Faculties of Education, Social Work and Human Ecology conducted by the Winnipeg Area Study in March, 1999 has shown that students are very supportive of a Disability Studies program. (See Appendix A for a more detailed description of the sampling procedure). As shown in Table 3 below, about one-fifth of the students (21%) reported that they would be interested in pursuing a Master's in Disability Studies no later than one or two years after graduation.

Table 3: Reported Interest in Pursuing a Master's Degree in Disability Studies		
	Number	Percent
Yes, Immediately after Graduation	7	6%
Yes, One or Two Years after Graduation	16	15%
Not Sure, Maybe in the Future	59	53%
No, Not Interested	28	26%
TOTAL	110	100%

Ryerson Polytechnic University has recently launched an undergraduate degree program in Disability Studies. The need for undergraduate work in this area was documented in its program proposal. The report also concluded that there is evidence of a growing international trend towards higher graduate education (Master's and Ph.D.) in the field of Disability Studies, that there is a demand for part-time programs, that the viability of Disability Studies is suggested by the size of the existing pool of potential students, that job opportunities are apparent in the short and long term, and that there is a need for better educated personnel. For example, the Community Rehabilitation program at the University of Calgary just changed its name to Community Rehabilitation and Disability Studies.¹⁴

A graduate program in Disability Studies at the University of Manitoba will attract outstanding students and promote integrity and distinction in research and scholarship in the field. The University will gain increased access to public funds that are available for the conduct of research by disabled and non-disabled graduate students in Disability Studies.

The University of Manitoba would also be the only Canadian University to offer a Master's Degree in Disability Studies. Students from undergraduate programs in Canada (Ryerson Polytechnic University) and other universities which offer many courses with Disability Studies content (e.g. University of Calgary) might wish to take the Master's courses that would be available at the University of Manitoba.

Other innovative course delivery systems such as using electronic, teleconference, field and distance courses may become available to both in- and out-of-province students in this program. As shown in Table 4 below, the results from the University of Manitoba student survey have indicated a definite interest in the use of multiple course delivery formats. Just under three-quarters of the students (71%) selected this mode of course delivery.

Table 4: Expressed Preferences: Course Delivery Formats		
	Number	Percent
Traditional Classroom Setting: Faculty & Students Meet on a Regular Basis	14	17%
Alternative Formats: Distance Education, Teleconference, Internet and On-Site	7	8%
Intensive Residential Courses Offered on a Short-Term Basis	3	4%
Any Combination of the Above	58	71%
TOTAL	110	100%

¹⁴ Ryerson Polytechnic University "Proposal for a Post-Diploma Degree Completion Program in Disability Studies" pp. 15-19.

Further elaboration in the form of qualitative comments on course delivery mechanisms and curriculum issues is included in Appendix A.

This graduate program will also be of interest to Manitobans with disabilities, individuals who provide services to persons with disabilities, and all others who are interested in applying a disability studies perspective to various aspects of Canadian education.

Employment Forecasts. Graduates of this program will be able to work in two major areas: social policy, and research. Their jobs will include being teachers, researchers, advocates, social policy planners, architects, and senior administrators, and will include work in the fields of communications, education, social services and management.¹⁵

The work prospects and employment situations for graduates in disability-related fields are encouraging. For example, almost three-quarters of the 2,750 graduates of the Social Services Career Program found work in their field in 1994. Graduates are usually involved in work with people with disabilities. The number of people with requisite skills for these jobs is expected to continue to grow. Occupations of graduates include secondary and elementary school teachers and counsellors, social service workers and social workers.¹⁶

In the field of rehabilitation medicine, 90% of the 1,240 graduates found full-time work in 1994 and the current labour market in which these graduates look for work is expected to remain good over the next five years.¹⁷ In 1994, 68,000 managers in health, education, social and community services were employed -- up 40% from 1984. Over the same period, employment grew by 17% economy-wide. Recent employment trends are favourable and labour market conditions in this group will remain good through the year 2000.¹⁸

Managers in public administration direct the development, implementation and evaluation of government policies, research programs and manage human and financial resources. This includes management in health, social and educational fields. The 15,000 workers employed in this area in 1994 represented a 29% increase over 1984. Current labour market conditions for this group are good despite weaknesses remaining from the 1991-92 recession.¹⁹

Counsellors in social service agencies doubled in number between 1984 and 1994. Over the same period, employment grew 17% economy-wide and the unemployment rate is lower than average. Current labour market conditions for this group is good.²⁰

¹⁵ This was demonstrated through data obtained from various sources: Statistics Canada; Needs Assessment studies carried out by Ryerson Polytechnic University and the Canadian Centre on Disability Studies; and Community Consultations conducted by CCDS.

¹⁶ Occupational Projections and Macroeconomic Studies, Job Futures: Career Outlooks for Graduates. Volume 2 (Hull, Quebec: Applied Research Branch, Strategic Policy, 1996) p. 300.

¹⁷ Ibid., pp. 194-195.

¹⁸ Occupational Projections and Macroeconomic Studies, Job Futures: Occupational Outlooks Volume 1 (Hull, Quebec: Applied Research Branch, Strategic Policy, 1996) pp. 108-109.

¹⁹ Ibid., pp. 110-111.

²⁰ Ibid., pp. 172-173.

In 1994, 29,000 people were employed as health and social policy researchers and program officers -- a 36% increase since 1984. Current labour market conditions for this group are good and will remain good through to the year 2000.²¹

In 1994, 62,000 community and social service workers were employed -- a 62% increase since 1984. Current labour market conditions are good and will remain fairly good through to the year 2000.

Generally, the demand for graduates with a background in Disability Studies has increased dramatically over the last ten years from government bodies, institutions and other community organizations. Graduates from the proposed program will bring policy and research skills to the community which will meet the needs of people with disabilities to bring about their full and equal participation in society.

Strengths of the Program

This graduate program in Disability Studies will further expand the scope of the University of Manitoba's involvement in this dynamic field of study which has a broad professional academic base locally, nationally and internationally. At the present time, 17 of 20 Faculties at the University of Manitoba offer some instruction in Disability Studies; and about 25 Faculty members across various departments have a specific interest in some aspect of Disability Studies.²² Many Faculty members also play a significant role in the community.

In addition, results from a national survey of academics in Canadian post-secondary institutions, undertaken by the Winnipeg Area Study on behalf of CCDS, indicated that nation-wide academics from a variety of disciplines are either teaching courses in disability studies, or incorporating disability studies content into their discipline-specific courses. Appendix A provides further details on the faculty and university affiliations of Canadian academics who have reported that they utilize a Disability Studies perspective in their work.

This proposed program would be the only Disability Studies graduate degree in Canada. Ryerson Polytechnic University has an undergraduate degree program and they have clearly identified the need for a Master's degree in the field. A number of other Canadian universities and colleges offer courses, workshops, seminars and other modules; however, no formal undergraduate or graduate degrees are currently awarded. This would be the first Master's program of its kind to be developed in Canada, and the University of Manitoba would join the ranks of the American, European and Australian universities which offer graduate education in Disability Studies.

²¹ Ibid., pp. 176-177.

²² These data were collected through a Program Development Grant to the Faculty of Social Work in 1996 (\$10,000) to assess the nature and scope of Disability Studies content in courses offered at the University of Manitoba.

Areas of Concentration or Specialization

The proposed Disability Studies program will apply social, cultural, historical and philosophical perspectives to the study of disability in society. Disability Studies examines the, "social, economic and political forces that for years have served to marginalize and oppress people with disabilities", and "focuses on the idea that people with disabilities are a minority group who has been discriminated against. In this sense, the study of disability is similar to the study of race, class and gender inequalities."²³ A Disability Studies perspective, therefore, seeks to address the societal barriers which limit people with disabilities from full participation in their communities and in society in general. It is anticipated that the topics covered in the proposed disability studies courses will include among others: history of disability, attitudes towards persons with disabilities, advocacy, definitions of disability, politics, law, independent living movement and social policy.²⁴

Use of Existing Programs at the University of Manitoba

The interdisciplinary nature of the proposed program implies that some of the existing resources of the University will be used in delivering this program. As outlined in Appendix B, there are a large number of already existing courses in specific disciplinary areas such as Social Work, Education, Human Ecology and Community Health Sciences which include Disability Studies content. These disability-related courses, and the expertise of faculty who are engaging in research in the area, will serve as a strong foundation for the program.

This proposed graduate degree program does not overlap or duplicate any existing graduate degree program at the University of Manitoba. The program will expand on scholarship in Disability Studies by developing four core courses: *History of Disability*; *Disability Studies*; *Evaluation and Application of Research Methods in Disability Studies*; and *Selected Topics in Disability Studies*. The unique contribution of this program will lie in the opportunity that it will provide students to explore and apply the Disability Studies perspective throughout their course work and research.

This proposed program will have a close relationship to other disciplines within the Faculty of Arts, the Faculty of Science, the Faculty of Education, the Faculty of Medicine, the Faculty of Physical Education and Recreation Studies, the Faculty of Social Work, the Faculty of Nursing, the Faculty of Engineering, the Faculty of Architecture, the Faculty of Management, and the Faculty of Human Ecology. Heads and members of CPAC (Course Program Approval Committee) have verbally stated their support of this initiative. Departments have readily provided potential students interested in entering this program with access to their graduate and undergraduate-level courses.

²³ Perri Harris & Lori Lewin Information Package on Disability Studies (New York: Centre on Human Policy, Syracuse University, August 1998) pp.1-2.

²⁴ David Pfeiffer & Karen Yoshida "Teaching Disability Studies in Canada and the USA" Disability and Society Volume 10, Number 4, 1995; p.488.

In the future, it may be possible to combine the Master's in Disability Studies with other Master's degrees in faculties such as Social Work or Physical Education and Recreation Studies. This would give graduates a broad background and a degree that would have a multiplicity of uses as they pursued employment.

The establishment of this program will also create a formal forum for the discussion of methods, ethics and other cross-disciplinary topics of interest to all researchers. This discourse may lead to greater awareness and an overall increase in the quality of Disability Studies research endeavours.

Enhancing Co-operation among Manitoba's Universities

This proposed program will contribute to the University of Manitoba's goal to strengthen alliances with other Manitoba universities (University of Winnipeg, Brandon University), and with government, business and community groups (such as the Workers Compensation Board of Manitoba and community disability organizations).

The availability of a graduate degree in Disability Studies will provide an incentive for faculty to include Disability Studies perspectives in their research. The program will encourage the development of a network of faculty at the Universities which will serve to foster further research. As well, collegial support will be available from the Canadian Centre on Disability Studies staff, board and committee members. Winnipeg is the font of gifted leadership in educating society about disability and is the birthplace and/or current home of many national and international disability organizations.

Students in the proposed program will be encouraged to make the most of these resources. In addition to the faculty from the University of Manitoba, students will have access to faculty members and courses from the University of Winnipeg, Brandon University and other neighbouring institutions in order to get the best possible combinations of committee members and course selection. Experts from community disability organizations will also be involved in the course delivery as guest speakers, lecturers or facilitators as provided for by University regulations.

Enhancing the University of Manitoba's National and International Reputation

This proposed graduate program in Disability Studies addresses many of the central themes in the mission of the University of Manitoba. The University has publicly committed itself to maintaining accessibility and strengthening its commitment to disability issues and to strengthening its relationship with the disability community.

This program will contribute greatly to the University's stated goals of employment equity and inclusivity since it will encourage the active recruitment of faculty and students with disabilities. In the case of students, the community evaluation committee will review the supports currently provided by the university and recommend strategies that will increase the university's accessibility. An important outcome, then, will be that the University of Manitoba will be able to increase the amount and calibre of both physical and program accessibility and become a model for other universities in the area of long-term support for persons with disabilities.

The University of Manitoba would also become known as the only Canadian University to offer a Master's Degree in Disability Studies. Students from undergraduate programs in Canada (Ryerson Polytechnic University) and other universities which offer many courses with Disability Studies content (e.g. University of Calgary) may wish to take the Master's courses which would be available at the University of Manitoba. With the ever changing demographics within Canadian society and the evolving public perspective on disability rights, students with undergraduate degrees in related areas (e.g. social work, physiotherapy, recreation studies) will also begin to pursue advanced training in disability studies.

Graduates from this program will be able to pursue doctoral work in Disability Studies at Syracuse University or the University of Illinois at Chicago. With the rapid expansion and development of this field, doctoral degrees at other universities in North America will undoubtedly be implemented in the fairly near future.

How the Proposed Program Complements and Strengthens Other Programs at the University of Manitoba

Students enrolled in other Master's degree programs who wish to acquire additional background in Disability Studies will be able to incorporate disability studies courses into their degree work by pursuing the Option in Disability Studies.

This Disability Studies program will enable students from highly technical disciplines (such as Engineering or Architecture) to apply a social science perspective to their work. The program will also complement other programs that are more clinical in nature (such as Social Work, Medical Rehabilitation, Physical and Occupational Therapy) by providing a perspective or context within which these practical skills can be applied.

III. SPECIFICS

The program will be administered by the Disability Studies Graduate Program Committee (DSGPC). Specifically the committee will be comprised as follows:

- one representative from the Faculty of Architecture,
- one representative from the Faculty of Education,
- one representative from the Dept. of Medical Rehabilitation,
- one representative from the Faculty of Nursing,
- one representative from the Faculty of Physical Education and Recreation Studies,
- one representative from the Faculty of Social Work
- one representative of Canadian Centre on Disability Studies
- Royal Bank Research Chair in Disability Studies
- 2 persons with disability nominated by the persons with disabilities consumer organizations
- one staff member employed to teach in the program
- one graduate student representative

The committee chair will hold an academic appointment at the University of Manitoba and will be rotated through the participating departments on minimally a two year term (with the opportunity for extension of term). Further the committee chair will have signing authority and responsibility for the day to day administration of the Program. In addition the chair will

be responsible for the location of instructors, assigning of teaching responsibilities in consultation with the Disability Studies Graduate Program Committee, and assigning advisors for students. The committee will serve as a departmental council within the Faculty of Graduate Studies and will report to the Dean of Graduate Studies on all academic matters. The length of term for committee representatives will be staggered initially ($\frac{1}{2}$ for one year and $\frac{1}{2}$ for two years), and then will be regularized as two year terms as positions become available.

The Disability Studies Graduate Program Committee will be responsible for all matters relating to curriculum and student standing. This includes, for example academic advising, appeals, thesis committee structure, reviewing student progress. This work will be conducted in accordance with the Faculty of Graduate Studies regulations.

Admission Requirements

Admission will conform to existing Faculty of Graduate Studies minima regulations. Graduates of honours or equivalent programs at the University of Manitoba (or equivalent from other recognized colleges and universities) with a minimum Grade Point Average (GPA) of 3.0 in the last two full years of undergraduate study are eligible for direct admission to a course of study leading to the Master's degree. Students who have completed the University of Manitoba Pre-Master's program with a GPA of 3.0 are also eligible for admission. Pre-Master's programs which have been taken at other universities may be accepted upon the recommendation of the major department.

Students with undergraduate degrees from a wide range of disciplines, such as Arts, Science, Education, Physical Education and Recreation Studies, Architecture, Social Work, Management, Nursing, Human Ecology, Medicine, and Women's Studies will be considered eligible to enrol directly in this interdisciplinary Master's program if they have the equivalent of an advanced/honours degree.

Awards And Scholarships

Students with disabilities can apply for a variety of grants and bursaries, scholarships and awards. The Vocational Rehabilitation of Disabled Persons Program is a Canada-wide initiative which is cost-shared between Federal and Provincial Governments under the Employability Assistance for Persons with a Disability agreement. The Government of Canada, through its Canada Student Loans Program, offers Special Opportunity Grants for Students with Permanent Disabilities pursuing post-secondary study. These grants are designed to offset a full-time or part-time students' "exceptional education-related costs" associated with students' disabilities. Eligible services include: note-taker; tutor; reader; interpreter (oral, sign); attendant for studies; specialized transportation. Eligible equipment, which includes technical aids and alternate formats, are also fundable under the Special Opportunity Grant for Students with Permanent Disabilities.

Bursaries are also available, some of which can be accessed through Financial Aids and Awards Offices at the University of Manitoba and other post-secondary institutions or through the faculties where students are enrolled. For example, the Faculty of Social Work administers the Margaret Mary Burns Scholarship, and some of the money is designated to offset the costs of the specialized

needs of individuals from the following priority groups: Immigrants, refugees, visible minorities, aboriginal people and those with disabilities. When considering applications, the availability of other sources of support is also considered.

With respect to scholarships, there are a number of these specifically for students with disabilities. Examples include: The Imasco Scholarship to pursue post-secondary education at the undergraduate level, the Morton Copnick Scholarship for students planning to study in rehabilitation-related fields, the Student Access Awards, the Rixon Rafter and Judge Brian Stevenson Scholarship Funds (available to blind and visually impaired students), and the Carol Thomson Memorial Fund Scholarship and the Doreen Kronick Scholarship (administered by the Learning Disabilities Association of Canada). Manitoba Blue Cross and Manitoba Wheelchair Sports Association also provide scholarships. Students would also be eligible for University of Manitoba graduate fellowships.

People with disabilities can also apply for scholarships available to all post-secondary students. Examples include: The AGF Financial Life Skills Scholarship, CIBC Youthvision Scholarship and the C.D. Howe Scholarship.

Course Requirements

This proposed program consists of two foci: an Option in Disability Studies and an interdisciplinary Master's Degree in Disability Studies.

Option in Disability Studies

This would allow students in other existing Master's programs to focus on Disability Studies as part of their degree work. Students would be required to take the History of Disability (XX.7cd) and either Disability Studies (XX.7ab) or Evaluation and Application of Research Methods in Disability Studies (XX.7gh).

Master's Degree in Disability Studies

The Master's degree requirements are twenty-four credit hours: eighteen credit hours of required course work, six credit hours of elective course credit, plus a thesis. The six credit hours of elective courses can be taken from course offered at the 300, 400, 500 or 700 level (to be determined from a pre-set list). To successfully complete the program students will be required to maintain a minimum GPA of 3.0 and no individual course grade below a C+.

Students who wish to pursue a M.Sc., will be required to have undergraduate degree in science. They will also be required to take at least six hours of elective credit hours at the 700 level in science subjects in those Faculties offering the M.Sc. The student's Advisory Committee or the Disability Studies Graduate Program Committee may require other additional science courses at the 300 or 400 level.²⁵ It should be noted that students will normally be required to fulfill 700 level course prerequisites before enrolling in 700 level courses.

²⁵If current tuition policies change and students are required to pay additional fees for course credit in excess of their 24 credit hours, they will be informed of this requirement prior to their admission to the program.

Students' proposed course work, Advisory Committee membership and thesis topic will be examined by a subcommittee of the Disability Studies Graduate Program Committee in order to identify the program as leading to an M.Sc. or MA degree. The decision as to which degree will be offered to the student will be based on: (a) the nature of the thesis proposal, (b) the nature of the course work and (c) the discipline(s) represented on the Thesis Advisory Committee. The Dean of the Faculty of Graduate (or his/her designate) will seek the advice of the Deans of the Faculty of Arts and the Faculty of Science where programs do not fall clearly into either an Arts or Science paradigm.

Note: All students' academic programs must be approved by the Disability Studies Graduate Program Committee (DSGPC). This is normally done on the recommendation from the student's advisor and/or Advisory Committee following consultation with the student.

Table 5 below summarizes the required and some of the elective courses that apply to both components of the program.

Table 5 Required and Elective Courses: Master's vs. Option in Disability Studies		
	Required	Elective
Master's Degree in Disability Studies	xx.7cd History of Disability xx.7ab Disability Studies xx.7gh Evaluation and Application of Research Methods in Disability Studies <i>and</i> one 3 credit-hour Research Methods course xx.7ef Selected Topics in Disability Studies	36.717 Directed Readings in Women's Studies 93.737 Measurement of Health and Disability
Option in Disability Studies	xx.7cd History of Disability xx.7ab Disability Studies <i>or</i> xx.7gh Evaluation and Application of Research Methods in Disability Studies	

Required Courses

Eighteen credit hours must include XX.7cd (History of Disability - 3 credit hours); XX.7ab (Disability Studies - 6 credit hours); XX.7gh (Evaluation and Application of Research Methods in Disability Studies - 3 credit hours); at least one other 3 credit hour Research Methods course and XX.7ef (Selected Topics in Disability Studies - 3 credit hours). XX.7cd and XX.7ab are the core courses for the program.

XX.7cd History of Disability (3)

This course will trace historical development of responses to disability, by the medical/rehabilitation community, the governments, advocacy organizations and others. Canadian history will be the initial framework and the historical developments in other

countries (including the UK, France, the USA, the Caribbean) will be used as a comparison.
Pre- or co-requisite: XX.7ab

XX.7ab Disability Studies (6)

This course will explore the key concepts and issues in disability studies. This will include a critical examination of models and theories of disability, Canadian and other national laws and international standards, social and economic policy, and professional and service responses.

XX.7gh Evaluation and Application of Research Methods in Disability Studies (3)

This course will provide a critical evaluation of quantitative and qualitative research methodologies used in disability studies. Methods to address disability used in different disciplines as well as transformative and empowerment methodologies such as participatory action and feminist disability research will be examined. Pre- or co-requisite: XX.7ab

XX.7ef Selected Topics in Disability Studies (3)

One key theme will be chosen for each year from the interests and availability of faculty. Topics could include women with disabilities, international dimensions of disability, disability policy and practice, disability organizing and other developed over time. Pre- or co-requisite: XX.7ab

The core courses in this program will be taught by instructors who are members of the Faculty of Graduate Studies (by departmental membership, adjunct membership or recommendation of the Disability Studies Graduate Program Committee).

Elective Courses

A number of elective courses appropriate for the interdisciplinary Master's programs in Disability Studies are available from a wide variety of departments. Courses are now being offered in several departments which are suitable for inclusion into the program to meet the needs of individual students (See Appendix B). Course selections must be approved by the students' Advisory Committee and the Disability Studies Graduate Program Committee.

Graduate Seminars

As a requirement for completion of the Master's program, students will be required to participate fully in the Disability Studies Colloquia. This discussion group will meet as a regularly scheduled seminar and will feature the presentation of research conducted by students and faculty. The Colloquia will provide students with additional opportunities to develop public speaking skills and to explore methodology and issues with their colleagues and faculty members involved in the proposed program. It will also provide students with an opportunity to build mentor relationships with faculty members and strengthen relationships with their colleagues in the program.

Evaluation Procedures

Community Evaluation Committee

The genesis of this program has come from the disability community. Community evaluation, then, is an essential component of the initiative. Community evaluative input will be accomplished by forming a committee of representatives from the community, university, the Disability Studies

Graduate Program Committee and the graduate students in the program. The committee structure and evaluation format will be approved by the Vice-President (Academic). Critical feedback on the effectiveness, quality, and depth of the program will be solicited from organizations in Manitoba, members of other universities, government representatives interested in graduates with Disability Studies expertise, members of student Advisory Committees, graduate students in the program, graduates from other programs who have taken courses offered in the program and members from the Faculty of Graduate Studies involved with the administration of the program.

Thesis Regulations

Purpose. The thesis should show that students have mastery of the field in which they present themselves and are fully conversant with the relevant literature.

Thesis Proposal. The student must submit a thesis proposal for approval by the Program Chair on recommendation from the advisor. The proposal must be approved before substantial progress is made in the thesis research project. Significant deviations subsequent to the initial proposal must be similarly approved.

Style and Format. The thesis must be written according to a standard style acknowledged by a particular field of study and recommended by the Program Chair, be lucid and well-written, and be reasonably free from typographical and other errors.

Copies of the thesis must be submitted in good, clear type. As long as all copies are clearly legible, the thesis may be reproduced by any method acceptable to the Faculty of Graduate Studies. Minimum paper weight is 16 lb. bond or equivalent; minimum left margin is 1 ½ inches, other margins are one inch. Wherever possible, these margins should be adhered to for illustrative materials. A thesis preparation booklet is available from the Graduate Studies general office for additional information.

Deadlines for Submission. The Academic Schedule in the Graduate Calendar should be consulted regarding dates by which theses must be submitted.

Submission of Final Copies. Following the approval of the thesis by the examining committee and the completion of any revisions required by that committee, two copies must be submitted to the Graduate Studies Office in unbound form, enclosed in an envelope or folder. These copies are required for the University Library and remain the property of the University of Manitoba. (Only one copy need be single-sided.)

Examining Committee. The student's advisor will recommend to the Program Chair for approval a suggested thesis examining committee. The approved committee shall then be reported to the Graduate Studies general office on the "Thesis/Practicum Title and Examiners" form. **This committee must consist of a minimum of three persons, representing at least two different disciplines (eg. Education and Social Work, or Nursing and Medical Rehabilitation).** Except as noted below, all examiners must be members of the Faculty of Graduate Studies. In exceptional cases, on recommendation from the Program Chair, the dean of the Faculty of Graduate Studies may appoint an examiner from outside the University of Manitoba. Prior to this recommendation on the "Thesis/Practicum Title and Examiners" form, the Program Chair should ensure that the proposed external examiner is willing to serve on the committee.

In appropriate cases, non-academic committee members may serve as thesis committee members. As appropriate, Adjunct Professor, Professional Affiliate or Supplementary Status will be requested for non-faculty consultants. The role of disability community consultants is critical to maintaining the academic integrity of each student's research project.

Distribution and Examination. The Program Chair will arrange for the distribution of the thesis to the examiners, and will notify the Graduate Studies general office at the time that the thesis has been distributed for examination. It is the duty of all examiners to read the thesis and report on its merits according to the following categories:

- Acceptable without modification or with minor revision(s)
- Acceptable subject to modification and/or revision(s)
- Not acceptable

Oral Examination. Normally, students must pass an oral examination on the subject of the thesis and matters relating thereto. The oral examination shall be open to all members of the University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis research must be kept confidential for a period of time. In such cases, the examining committee and Program Chair shall recommend such action to the dean of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the dean of Graduate Studies (or designate).

Final Approval/Rejection. Following completion of the examination for the thesis, the examiners will consider their report on the oral examination and on the written thesis and will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis to the Faculty of Graduate Studies. The advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee and the thesis will be accepted by the Faculty of Graduate Studies only when it is submitted with a signed statement from the advisor that the required revisions have been completed.

Final Report. The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved". Such verdicts must be unanimous and each examiner must indicate, by his/her signature, concurrence with the verdict. Anything less than unanimity shall be considered a failure.

The candidate will be recommended for the Master's degree upon the receipt by the Faculty of Graduate Studies of the favourable results of the thesis committee and when the corrected copies of the thesis are submitted to the Faculty of Graduate Studies, assuming all other program requirements have been met.

Ability to Transfer Courses to the Program

The Disability Studies Program Committee will consider on a case-by-case basis the appropriateness of transferring credits for previous Master's level course work to this Disability Studies program.

Credential

Graduates will be granted a Master of Arts or Master of Science Degree in Disability Studies. The designation will be determined on a case-by-case basis by the Disability Studies Program Committee.

Rationale for the Name

The proposed program is designed to be interdisciplinary in nature. Given this, it is most appropriate that a universally recognized designation (i.e. M.A., M.Sc.) be used. This will ensure that the degree is recognized across a number of disciplines.

Name of the Credential Elsewhere

Academic Institution	Program(s)
Ryerson Polytechnic University	B.A.A. (Disability Studies) Bachelor of Applied Arts in Disability Studies
Syracuse University	Master of Science (M.Sc.) Doctor of Philosophy (Ph.D.) Cultural Foundations of Education, Disability Studies Concentration.
University of Illinois at Chicago	Master's in Disability and Human Development. Master's in Rehabilitation Technology. Ph.D. in Disability Studies.
Suffolk University	Master's of Public Administration/Disability Studies.
The University of Leeds	M.A./Diploma in Disability Studies. M.A./Diploma in Disability Studies by Distance Learning

IV. PROJECTIONS AND IMPLEMENTATION**Sample Program Listing**

Table 6 Sample Master's Program		
	Term 1	Term 2
Year 1	Disability Studies (XX.7ab) History of Disability (XX.7cd) Research Methods (TBA) Elective	Disability Studies (XX.7ab) Selected Topics in Disability Studies (XX.7ef) Evaluation and Application of Research Methods in Disability Studies (XX.7gh) Elective
Year 2	Thesis	Thesis

Projected Enrolment

Forecasted enrolment for the Master's program in Disability Studies is an intake of five full-time students per year. The assumption is that there will be ten full-time equivalent students (FTE).

Students will have a time limit of five years (the normal limits for M.A. and M.Sc. degrees) to complete all requirements. Students will normally complete this proposed program in two years of full-time study. Students requiring additional time will be expected to comply with extension policies outlined in the Faculty of Graduate Studies regulations.

Distance Education

There is no intent to offer courses through distance education at this time although it is anticipated that alternative means of course delivery may be available in the future. At that time, accessibility would be maximized through a distance delivery format that includes correspondence, tele- or video-conferencing and the World Wide Web.

Schedule for Implementation

It is intended that the program will commence in September 2001.

B. HUMAN RESOURCES

There is currently a wealth of resources available within the University that is directly related to the study of disability and disability issues. The research conducted during the first phase of this project showed that 17 out of 21 faculties offered some instruction in Disability Studies and that a total of 189 courses, seminars, design studios and other modules focused on disability issues. In terms of research, nine Research Centres and Institutes conduct research in various areas of disability issues, aging or both. There exists tremendous expertise in terms of human resources and in the delivery of programs which focus on disability issues within a particular unit's disciplines (See Appendix I for curriculum vitae). The proposed comprehensive program in Disability Studies will tap into the rich pool of resources in the university and the community.

I. FACULTY

There are a significant number of faculty members in departments across campus who have a specific interest in some aspect of Disability Studies. These faculty members have experience as thesis advisors or committee members for students in a wide variety of disciplines including: Educational Psychology, Social Work, Physical Education and Recreation, and Community Health Sciences.

They are also engaged in a substantial amount of Disability Studies research, the results of which have been presented in a wide variety of refereed media ranging from poetry and video to journals and books. Research has been published in scholarly Canadian, American and international journals (See Appendix I for curriculum vitae).

The following list identifies those faculty members who might, pending approval from Heads of their academic units, undertake various roles in the Disability Studies graduate program, including teaching core courses and advising students.

Faculty Member	Thesis Advisor	Thesis Committee Member	Course Instructor
Dr. Juliette Elizabeth Cooper	X	X	X
Dr. Henry Enns	X	X	X
Dr. Charlotte Evans	X	X	X
Dr. Rick Freeze	X	X	X
Dr. Don Fuchs	X	X	X
Dr. Tuula Heinonen	X	X	X
Mr. Leonard Kaminski	X	X	X
Dr. Joseph M. Kaufert	X	X	X
Dr. Rodney M. Kueneman	X	X	X
Dr. Michael D. LeBow	X	X	X
Dr. Zana Lutfiyya	X	X	X
Dr. Jennifer Mactavish	X	X	X
Ms. Laurie Anne Ringaert	X	X	X
Dr. Laura E. Taylor	X	X	X

Faculty members also play a significant role in the community. They serve in executive positions at the local, regional and national level in disability organizations and educational institutions [such as: the Association for Community Living (Winnipeg and Manitoba), the Council for Exceptional Children, the Society for Manitobans with Disabilities Inc., the Head Injury Association, the Canadian Mental Health Association, St. Amant, the Independent Living Resource Centre, Network South Enterprises, SCE LifeWorks, the Canadian Paraplegic Association and the Manitoba League for Persons with Disabilities]. These connections with the community and faculty members' experience in research and experience on other thesis committees will provide students in the interdisciplinary graduate program in Disability Studies with excellent support systems and opportunities. In addition, many faculty members from other departments are interested in serving on thesis committees in order to help supplement experience in graduate student supervision and to enrich the interdisciplinary aspects of the program.

There is a solid basis of research, scholarships and funding in Disability Studies (see Appendix I for curriculum vitae). Many of the resources necessary to begin a graduate program in Disability Studies are already in place at the University of Manitoba. For example, the Department Heads of many units are in support of this initiative and have authorized staff to teach within the Disability Studies program as part of their teaching load. Department Heads of those departments are in support of these initiatives. This involvement is critical as it enables the program to draw from a large multi-disciplinary pool of faculty members with many years of experience supervising graduate students and teaching graduate-level courses.

To operate effectively, however, this program will require the following new human resources: 2.0 full-time-equivalent academics to carry out teaching, coordinating and advising (0.3 full-time-equivalent for coordination, 1.0 full-time-equivalent for teaching and 0.7 full-time-equivalent for

student thesis advising); and 0.5 full-time-equivalent support staff. The 1.7 for teaching and advising will most likely be divided among a number of faculty involved in teaching and advising on an on-going basis (e.g. .25 f.t.e. for buy-out to teach one course for one faculty member). The student thesis advising full-time equivalent component would include the purchase of release time from faculties to advise students. Some of the resource allocations for the full-time-equivalent faculty include funding to purchase the time of faculty members from the participating units of the Disability Studies program.

The contributions of faculty who work with students in this program as Thesis Advisors or committee members will be recognized by their home departments and faculties.

The Canadian Centre on Disability Studies has committed to working with the University of Manitoba to acquire sufficient resources. Resources will be for coordination, teaching, teaching assistantships, scholarships, teaching support and computer facilities.

II. SUPPORT STAFF

This program will require a .5 full-time-equivalent support staff. Support staff will be involved in program marketing, admissions documentation and record keeping.

III. COMMUNITY RESOURCES AND GRADUATE SUPPORT

The Canadian Centre on Disability Studies (CCDS)

The Canadian Centre on Disability Studies (CCDS) was formed in 1994 after a number of consultative sessions involving the University of Manitoba, community disability groups, schools, parents and the government. With the development of a mission statement, principles and potential activities, individuals from various University of Manitoba faculties and from disability groups united to form the Board of Directors. The growth of the disability movement has resulted in new ideas and a strong emphasis on human rights, integration, independent living and community living.

Further expansions and improvements in services have resulted from the capacity of persons with disabilities and from advocates, service providers and government to collaborate and chart a new course of action. This new direction emphasizes efficient utilization of human and fiscal resources. This conceptual shift emerged from an era of institutionalization, dependence and segregation. Today, the work of the Centre is structured as a complex of partnerships between consumer organizations, professionals, educational institutions, government, the private sector and individuals.

The Centre has established a Royal Bank funded Research Chair in Disability Studies. The expertise of this researcher will help make the University of Manitoba a nationally and internationally recognized Centre of Excellence in the field. The CCDS Research Director will work in collaboration with various units and faculty at the University of Manitoba to promote Disability Studies research. The Centre is in the process of hiring a new Research Chair, a process which involves collaboration between a number of academic units at the University of Manitoba.

Winnipeg is a font of gifted leadership in educating society about disability and is the birthplace and/or current home of many national and international organizations. The Canadian Centre on Disability Studies grew from the vision and expertise of the local disability community in collaboration with the University of Manitoba. Among the CCDS's board of directors and various committees are deans, department heads and professors from a broad cross-section of academic units (such as Sociology, Physical Education and Recreation Studies, Law, Social Work, Architecture, Community Health Sciences, Medical Rehabilitation and Education), as well as directors from various Centres and Institutes at the University of Manitoba. As well, many board and committee members are active members on the boards and committees of a wide range of local, national and international organizations, centres and institutes representing the disability community.

The internationally recognized work of the CCDS Executive Director and the high calibre of research carried out by its members has created excellent links between the Centre and consumer and government organizations world wide. Currently, there are active partnerships with government and disability organizations in Asia, Africa and Eastern Europe. As well, several projects are underway which link CCDS with research teams at universities across Canada.

CCDS has also developed a Disability Information Network (DIN). This comprehensive internet data base on disability issues will constitute a major resource for students to access in the course of their research. The DIN carries extensive information on disability policy, disability rights, government and social policy issues and technology. DIN's creation began in 1997 and it was fully established in 1998 through funding from Human Resources Development Canada.

C. PHYSICAL RESOURCES

This interdisciplinary graduate program in Disability Studies provides an opportunity to increase collaborative research and consultative interaction with other departments. In addition to the intellectual stimulation, this interaction increases the sharing of space, equipment, libraries and other facilities.

I. SPACE

Space requirements will be negotiated with participating Departments in the inter-disciplinary program. *See Appendix E for the Director of Student Records Resource Implication Statement.*

II. EQUIPMENT

Teaching

The program will use already-existing resources (e.g., overhead projectors) which are available for classroom use at the University.

Any special needs of students with disabilities will be referred to the Disability Services department.

Research

Students will utilize research equipment which is available to all students in their home faculties or disciplines (e.g. Science, Medical Rehabilitation, and Engineering).

III. COMPUTER RESOURCES

Students will utilize computer resources which are available to all students in their home faculties or disciplines. Students will have access to computer facilities as all other graduate students at the University. See *Appendix F for the Director of Academic Computing and Networking Resource Implication Statement.*

IV. LIBRARY RESOURCES

Appendix D contains the Faculty of Graduate Studies Proposal for Course Changes and New Courses for each of the 4 new courses which will form the core of the Disability Studies program. These documents include topical outlines with selected references in the form of books and journal articles. This bibliography was presented to the Director of Libraries for completion of a resource implication statement. See *Appendix G for the Director of Libraries Resource Implication Statement.*

D.FINANCIAL RESOURCES

I. DELIVERY COSTS

Human Resources	YEAR 1	YEAR 2	YEAR 3
Staff 2.0 FTE	\$125,000.00	\$125,000.00	\$125,000.00
Support Staff .5 FTE	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Sub Total	\$145,000.00	\$145,000.00	\$145,000.00
Physical Resources	YEAR 1	YEAR 2	YEAR 3
Equipment	\$ 7,500.00	\$ 5,000.00	\$ 3,000.00
Office Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Postage & Communication	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Donations to Bks&Journals	\$ 5,000.00	\$ 4,000.00	\$ 3,000.00
Sub Total	\$ 16,500.00	\$ 13,000.00	\$ 10,000.00
Totals	\$161,500.00	\$158,000.00	\$155,000.00

II. BALANCE SHEET

EXPENSES	YEAR 1	YEAR 2	YEAR 3
Human Resources			
Staff 2.0 FTE	\$125,000.00	\$125,000.00	\$125,000.00
Support Staff .5 FTE	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Sub Total	\$145,000.00	\$145,000.00	\$145,000.00
Physical Resources			
Equipment	\$ 7,500.00	\$ 5,000.00	\$ 3,000.00
Office Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Postage & Communication	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Donations to Bks, Journals	\$ 5,000.00	\$ 4,000.00	\$ 3,000.00
Sub Total	\$ 16,500.00	\$ 13,000.00	\$ 10,000.00
Totals	\$161,500.00	\$158,000.00	\$155,000.00

REVENUE	YEAR 1	YEAR 2	YEAR 3
Registration Fees (@ \$4,000/ FT student)*	\$ 20,000.00	\$ 40,000.00	\$ 60,000.00
CCDS Other Support	\$111,500.00	\$ 88,000.00	\$ 65,000.00
Sub Total	\$131,500.00	\$128,000.00	\$125,000.00
New Funding Required from University of Manitoba	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Totals	\$161,500.00	\$158,000.00	\$155,000.00

*Based on the assumption that the Disability Studies Graduate Program Committee will be provided this amount of funding/student, as a function of tuition received.

Report of the Senate Planning and Priorities Committee on the Faculty of Graduate Studies' Proposal to establish a Masters in Disability Studies

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in the Senate Handbook (Rev. 1993), pp 10.21/22 wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. Disability Studies has emerged as a discipline within the contexts of the Disability Rights and Independent Living movements. Disability Studies is viewed from the perspective of a "disability framework" which examines the social, political and economic forces, which have marginalized those with disabilities.
3. The program is presented in the form of an interdisciplinary graduate degree that will provide students with an opportunity to pursue higher education and research in the field of Disability Studies. The degree will build on foundation knowledge and skills acquired from a variety of disciplines including, but not restricted to, Sociology, Family Studies, Community Health Sciences, Women's Studies, Human Ecology and Economics.

Observations

1. National surveys indicate that there are number of courses being delivered in the general area of Disability Studies. However, the proposed graduate program in Disability Studies would be the only such program in Canada. Graduate programs do exist in American, European and Australian Universities.
2. The proposal makes the case that the "demand for graduates with a background in disability studies has increased dramatically over the last ten years from government bodies, institutions and other community organizations". It also makes good use of statistics on the general increase in employment opportunities in social services, rehabilitation medicine, research and policy areas of government and NGOs.
3. The Canadian Center on Disability Studies (CCDS) strongly supports this proposal in that it is designed with a consumer driven focus. The budget shows that CCDS has assigned significant monetary support to the program.
4. It is anticipated enrollment will be about 5 to 10 students.
5. In large part the program utilizes existing faculty resources. Two FTE faculty positions are requested for additional student supervision, coordination and advising in addition to a 0.5 FTE support staff allocation. This is presented in part as "buy-out" to purchase the time of existing faculty such that they may participate in the program. It is not clear how or where these resources are to be allocated. Existing arrangements with Deans and Department heads appear to be oral.
6. The program calls for the creation 12 credit hours of courses in the History of Disability Studies, Disability Studies and the general area of Research Methods in Disability Studies. It is not clear if this requires new expertise to be hired. It is not clear where such resources may be assigned.

7. Although there is a commitment to recruiting students and faculty with disabilities, issues of accessibility are not discussed in detail in the proposal; hence, it is unclear whether the primary departments are themselves fully wheelchair accessible or whether this is also true of the other departments whose courses are listed as possible electives. It is anticipated that those responsible for space allocation to the program and timetabling of courses in appropriate spaces will be cognizant of accessibility issues.
8. Space issues are not explicitly discussed beyond the indication that they will be negotiated with participating Departments.
9. A chair will administer the program and the Disability Studies Graduate Program Committee DSGPC. This committee and the chair are not yet identified. Personnel allocations in this regard will be discussed with Deans and Directors if and when resources are allocated to the program.

Recommendations:

SPPC endorses the proposal from the Faculty of Graduate Studies to establish an Interdisciplinary Master's Degree in Disability Studies (as outlined in their proposal dated February 19, 2001), but recommends that:

1. The Vice-President (Academic) and Provost not implement the program until and unless this officer is assured that sufficient new long-term funding (over and above what is needed for existing programs) is available;
2. Clear administrative responsibility for, and reporting lines within, the program are identified.

Respectfully submitted,

Norman Halden, Chair
Senate Planning and Priorities Committee

/ls

March 26, 2001

Report of the Senate Committee on Academic Review with Respect to Periodic Review of Graduate Programs

Preamble

1. The terms of reference of the Committee are found in the on-line *Senate Handbook*, Section 8.13.
2. The Faculty of Graduate Studies developed a proposal for the review of graduate programs as a result of recommendations made by the University of Manitoba Task Force on Strategic Planning in its final report, *Building on Strengths*:
 42. a) Define the criteria, by December 31, 1998, for maintaining existing graduate programs and propose to the Provost a mechanism to review programs.
 - b) Implement an approved, periodic review of graduate programs. Programs of good quality shall be retained, those that are found weak, but of strategic importance to the Faculty, shall be given an opportunity to improve; those that are found to be weak and not of strategic importance shall be eliminated.

Observations

1. The document from the Faculty of Graduate Studies includes procedures for the review of all graduate programs (as distinct from academic units) and also proposes a set of evaluative criteria for assessing existing programs. The Faculty reports having received positive feedback from a number of committees and individuals.
2. While a great deal of data are being requested, they are available through the Office of Institutional Analysis. Moreover, Committee members were pleased to note that every effort shall be made to coordinate program assessment with accreditation reviews.
3. Although Policy 429 calls for a ten-year review cycle, the Faculty of Graduate Studies is proposing that all graduate programs be reviewed on a seven year cycle minimum. This will involve the review of approximately eighteen graduate programs each year.
4. Members noted that it is the responsibility of the Dean of the Faculty of Graduate Studies to report to the Provost on the results of completed academic program reviews, as well as to the Senate Committee on Academic Review. The Committee, in turn, will comment or make a recommendation to the Vice-President (Academic) and Provost and/or Senate, as per its terms of reference.
4. It is anticipated by the Faculty of Graduate Studies that the graduate program review process will begin in September, 2001 provided requested funding is available.

Report of the Senate Committee on Academic Review
Page 2

Recommendation

The Senate Committee on Academic Review recommends that Senate approve the Faculty of Graduate Studies Proposal for the Periodic Review of Graduate Programs as outlined in its document dated May, 2000 (Rev. March 20, 2001).

Respectfully submitted,

Dr. R. Lobdell, Chair
Senate Committee on Academic Review

Is

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

As:

Recommended by the Programs and Planning Committee, FGS (April 4, 2000),

Amended and endorsed by the Executive Committee, FGS (May 4, 2000)

Approved by the FGS Council (May 18, 2000)

Reviewed by Vice-President (Academic) (September 5, 2000)

Reviewed by Senate Committee on Academic Review (March 16, 2001)

Proposal for the

Periodic Review of Graduate Programs

May 2000

Faculty of Graduate Studies
University of Manitoba

Revised March 20, 2001

Introduction

This program assessment document takes a student-oriented approach inasmuch as students should have the best possible programs available to them. The way to ensure this is by carrying out a periodic review of existing programs with the aim of identifying improvements where necessary and restructuring where appropriate. For purposes of review, a Graduate Program at the University of Manitoba is defined as a Senate-approved plan for advanced study that comprises credit courses and related activities delivered and administered through and/or by one or more academic units of the university and leading to a degree or diploma.

Preamble¹

Purpose of Program Review

There are many reasons why institutions conduct reviews or participate in evaluations of their graduate programs. The primary purpose of all program review is the improvement of graduate programs, as measured by the quality of the faculty, the students, library and other educational resources, the curriculum, available facilities, and the academic reputation of the program among its peers. Institutions of higher education, like individuals, require regular scrutiny and self-examination to improve, and the systematic review of academic programs is an integral part of this process of improvement. In the face of the many external pressures on institutions to review programs — from government, public interest groups, and accrediting societies — and the many internal pressures in the form of budget adjustments, space needs, and organizational restructuring, it is imperative that this primary purpose be kept in mind.

In addition to the improvement of graduate programs, program review, whether at the provincial, or institutional level, has several associated objectives or goals. For the individual university, program review helps in long-range planning and in setting both institutional and departmental priorities. It gives administrators and academic leaders critical information about the size and stability of a program, its future faculty resources and student market, its equipment and space needs, its strengths and weaknesses, and its contribution to the mission of the institution. It helps set goals and directions for the future, and ensures that overall academic plans and budget decisions are based on real information and agreed-upon priorities, not vague impressions or theoretical schemes.

Program review also provides a mechanism for change. Graduate programs, like all social structures, evolve slowly; intellectual differences, bureaucracy, time pressures, vested

¹ The preamble is adapted with permission from the Council of Graduate Schools Task Force Policy Statement on Academic Review of Graduate Programs, 1990; CGS, One Dupont Circle, NW Washington DC

interests, concern for survival, and simple inertia all make change difficult. By creating a structured, scheduled opportunity for a program to be examined, program review provides a strategy for improvement that is well-reasoned, far-seeing, and as apolitical as possible. Changes in graduate programs which are made in the heat of the moment or in response to a particular action (e.g., annual budget decisions, turnover in administrators, individual faculty promotions, student admissions decisions, or new course approvals) seldom contain the kind of solid information, broad collegial involvement, and careful thought which a program review promotes, and which is necessary for lasting program improvement.

From an external point of view, program review has two very important purposes. First, it provides a mechanism whereby universities are accountable to society for their activities and for the quality of their programs. Provincial governments, funding agencies, private donors, taxpayers, and tuition-paying students can be reassured through the program review process that the institutions which receive their support have graduate programs of high quality which are regularly reviewed and revised, and which are responsive to the needs of the society and consistent with the aims and objectives of the universities involved.

Second, program review assists the universities in their efforts to garner financial, philosophical, and political support from provincial government, federal funding agencies, and other constituencies. The information gathered in the review process, and the assessment of program strengths and needs, provide strong and compelling evidence of the quality of graduate programs, the areas of greatest need, and the foundation on which future improvements should be built. This information can and should support decisions about resource allocation, enrollments, special initiatives, research grants, and even private gifts. The stronger and more careful the program review process, the more persuasive the results.

What Is Program Review?

Program review may take many different shapes and forms, but it always has certain key characteristics.

1. Because the provinces are constitutionally responsible for education, including post-secondary education, there is considerable variation among program reviews. However, in all cases the review is periodic. In Ontario all graduate programs are reviewed regularly in a seven-year cycle by a central organization (the Ontario Council on Graduate Studies), which is administered and funded on a cooperative basis by the fifteen provincially-supported universities. Similarly, the Conference des Recteurs et Principaux des Universités du Québec (CREPUQ) is responsible for reviewing new graduate programs in its jurisdiction. Program review in the other provinces tends to occur at the level of the individual institution.

2. Program review is evaluative, not just descriptive. More than the compilation of data on a particular graduate program, it requires academic judgments by peers and recognized experts in the field about the quality of the program and adequacy of its resources.
3. Review of graduate programs is forward-looking; it is directed toward improvement of the program, not simply assessment of its current status. It makes specific recommendations for changes which need to be made in the future, as part of departmental and institutional long-range plans.
4. Departments engaged in program review are evaluated using academic criteria, not financial or political ones. They are scrutinized on the basis of their academic strengths and weaknesses, not their ability to produce funds for the institution or generate development for the province. Finances and organizational issues are certainly relevant in the review, but only as they affect the quality of the academic program (*e.g.* low faculty salaries, lack of laboratory equipment, rapid turnover in department chairs).
5. To the extent possible, program review is an objective process. It asks graduate departments to engage in self-studies which assess, as objectively as possible, their own programs. It brings in faculty members from other departments and often from outside the institution to review the self-studies and to make their own evaluations, using independent judgments. It is part of an established, transparent process in which all graduate programs are similarly reviewed.
6. Program review is an independent process, separate from any other review. Reviews conducted by regional or professional accrediting associations, licensing agencies, or budget committees are separate and distinct, and cannot substitute for program reviews. Data collection and parts of the departmental self-study may often serve a number of review purposes, and there is much to be saved in time and effort by timing a program review to coincide with an accreditation or other external review, if possible. However, to be effective, program review must be a unique, identifiable process, which stands on its own, draws its own set of conclusions, and directs its recommendations to the only individuals who have the power to improve graduate programs: the faculty and administrators of the institution.
7. Most important of all, program review results in action. Growing out of the reviewers' comments and recommendations, the institution develops a plan to implement the desired changes on a specific, agreed-upon timetable. This plan is linked to the institution's budget and planning process, to help ensure that recommended changes actually get made, that necessary resources are set aside, and that the program's goals fit into the institution's overall academic plans. If no action results from the review, departments soon lose interest in the process, the quality of the product deteriorates rapidly, and large amounts of time and money are wasted. In addition, other less objective and collegial ways of making decisions arise, and the advantages of systematic program review are lost.

Successful program review, then, is a process of evaluation which has all of the above characteristics. It provides answers to the following kinds of questions:

- Is the program advancing the state of the discipline or profession?
- Is the teaching or training of students useful and effective?
- Does the program meet the institution's goals?
- Does it respond to the profession's needs?
- How is it assessed by experts in the field?

Clearly, this list of questions can be supplemented by others, and the emphasis given to any particular question depends on the mission of the institution and the individual graduate program. But these are the kinds of questions that program review is designed to address.

Why Have Program Review?

Graduate education is replete with evaluations. Faculty are evaluated for promotion and tenure and, in many institutions, for membership in the graduate faculty; students are evaluated for admissions, performance on comprehensive examinations, and degree completion; courses are evaluated as they are added to the curriculum; and facilities and financial resources are scrutinized annually in the budgeting process. Program review, however, provides the only comprehensive evaluation of an entire academic program, integrating all of the elements which contribute to its success.

While it is true that the reviews conducted by professional licensing or accrediting associations are also comprehensive in scope, they have special goals which may or may not coincide with those of the institution. Accreditation reviews often are extremely focused on the existence of standards adequate for licensure or accreditation. They do not necessarily contain the broad academic judgments and recommendations for change in program direction which should come out of a program review.

Graduate programs are dynamic; they change constantly as faculty come and go, the student applicant pool increases or declines, degree requirements are eased or tightened, and as the academic discipline just naturally evolves. Although degree programs are usually reviewed carefully when they are first proposed, once they are approved they may never be evaluated again. Constant scrutiny is unhealthy for any program, but periodic, thorough review will ensure that the program has lived up to its original goals and will identify key areas in which it should be strengthened. It will also, if necessary, identify programs which should be cut back or terminated.

Academic program review is therefore an elaborate and often costly process, but it is a necessary part of ensuring the continuing quality of graduate programs and of identifying ways to improve them. There is no adequate substitute.

Graduate Program Review at the University of Manitoba

Observations

The University of Manitoba Task Force on Strategic Planning made the following two recommendations (#42a, #42b) in their final report Building on Strengths:

- Define the criteria, by December 31, 1998, for maintaining existing graduate programs, and propose to the Provost, a mechanism to review programs
- Implement an approved, periodic review of graduate programs. Programs of good quality shall be retained, those that are found weak, but of strategic importance to the Faculty shall be given an opportunity to improve, those that are found weak and not of strategic importance shall be eliminated

There currently exists a policy that deals with academic reviews of units: Policy 429 states that all programs are ultimately the responsibility of Senate and the Board of Governors. Each Faculty, School and Department has direct responsibility for its programs and the academic review of those programs, although coordinated centrally, is properly based in these units.

In an effort to initiate the Task Force-recommended periodic review of its programs, the Faculty of Graduate Studies is proposing *i)* a procedure for the review of all graduate programs and *ii)* a set of evaluative criteria for assessing existing programs.

While prerequisite programs at the undergraduate level must be considered in a general sense for the proper review of graduate programs, the actual review of graduate programs is very different from the review of undergraduate programs and thus, should be carried out separately.

Approximately eighteen graduate programs will be reviewed each year such that all graduate programs will have been reviewed within a seven year period.

Proposal

1. Each graduate program shall be reviewed on a cycle no greater than seven (7) years as described in the process below.

2. The order in which programs are to be assessed shall be determined by the Dean of Graduate Studies in consultation with the Programs and Planning Committee of the Faculty of Graduate Studies. Every attempt shall be made to coordinate program assessment with accreditation reviews.
3. The unit delivering the program shall collect pertinent data as outlined in *Appendix A* of this document.
4. The unit head shall prepare a report (in accordance with the format given in *Appendix A*) and, in consultation with the graduate chair, prepare a list of five potential external reviewers (*Appendix F*) as well as a list of three potential internal reviewers from a cognate area (not connected to the unit) for submission to the Dean of Graduate Studies.
5. The unit head shall make a copy of the report available, as early as possible, to the relevant budget Dean so as to allow that Dean to prepare comments on *i*) the strategic directions and priorities of the Faculty and *ii*) how the specific unit's programs fit into that context. The Dean shall submit his/her comments directly to the Dean of Graduate Studies within two weeks of the request from the Dean of Graduate Studies to do so.
6. A committee, to be known as the Review Committee, comprising two external reviewers and one internal reviewer from a cognate area shall be chosen by the Dean of Graduate Studies from the lists submitted by the unit head.
7. The Review Committee will receive copies of the unit head's report (along with the relevant budget Dean's comments) directly from the Faculty of Graduate Studies and shall conduct a site visit in accordance with the general guidelines provided in *Appendix B*.
8. The Review Committee shall prepare a report that articulates clear, unequivocal recommendations and/or priorities of choice.
9. In their report, the Review Committee shall classify the program within one of the following categories:
 - Adequate A) continue as is
 - B) requires minor revision or restructuring to enhance effectiveness or appeal
 - Inadequate - major change, restructuring or amalgamation required if to continue
10. The Review Committee's report shall be sent directly to the Dean, FGS.

11. The Dean of the Faculty of Graduate Studies shall forward the report to the unit head and relevant budget Dean for comments. At the same time the Dean of the Faculty of Graduate Studies, shall request the unit head, in consultation with the budget Dean, to submit a plan to the Dean of the Faculty of Graduate Studies for revising/restructuring the program as needed along with a timeline for completion and any budgetary implications. The plan is to be submitted within three (3) months and is to be designed to begin implementation within six (6) months of the initial request to the unit.
12. The Dean of the Faculty of Graduate Studies shall transmit the plan and his/her comments to the Provost for approval to implement.
13. The Dean of the Faculty of Graduate Studies shall simultaneously transmit the plan and his/her comments to the Senate Committee on Academic Review for comment on or recommendation to the Vice-President (Academic) and Provost and/or Senate.
14. A unit that does not comply with the request to submit a plan or fails to implement an approved plan may have enrolment in the affected program restricted by the Dean of the Faculty of Graduate Studies. Restriction may range from "limited enrolment" to "no further enrolment permitted". (A unit that does not fully participate in the review process, *i.e.* generating the required report, within the scheduled timeframe may have enrolment in its graduate programs suspended until such time as a full review indicates that the suspension should be lifted.)

APPENDIX "A"

FACULTY OF GRADUATE STUDIES

Assessment of Existing Programs

The Department/unit delivering a graduate program prepares a Program Assessment Submission addressing the following matters. Guidelines for information required, headings and format are given below. An Executive Summary is to be included at the beginning of the written submission. (*note: some of the required information below may best be displayed in tabular format*)

A. Program Description

- I. Clearly state the objectives of the program.
- II. List the areas of specialty offered within the program.
- III. Highlight novel or innovative features of the program.
- IV. Indicate the extent to which the program responds to current or future needs of Manitoba and/or Canada.
- V. Indicate the extent to which the program operates in collaboration with other existing programs at The University of Manitoba.
- VI. Indicate the extent to which the program enhances cooperation among Manitoba's universities.
- VII. Indicate the extent to which the program enhances the national/international reputation of The University of Manitoba.
- VIII. What is (are) the particular strength(s) of the program? *e.g.* this program is known for its strength in areas A, B and C in the discipline. Give evidence.
- IX. Indicate the extent to which the program complements and strengthens other programs at The University of Manitoba.
- X. Describe the program under the following headings:
 - a) Admission requirements
 - b) Course requirements
 - c) Evaluation procedures
 - d) Thesis, practicum or comprehensive procedures and regulations

- e) Ability to transfer courses into the program
- f) Other procedures and regulations specific to the program, but not covered above
- g) Indicate the credential (degree or diploma) granted a student upon successful completion of the program.

XI. Provide a sample program listing for a typical student in the program and a timeline for completion of their studies leading to the credential indicated above.

B. Human Resources

1. Faculty

List all faculty members (including their rank and tenure status) associated with the program (include adjuncts).

- I. For research-based programs (*i.e.* thesis) indicate their association as:
 - a) Thesis advisors
 - b) Thesis committee members
 - c) Course teachers
 - d) Other (please specify)
- II. For non-research-based programs (*i.e.* practicum or comprehensive) indicate their expected association as:
 - a) Student program advisors
 - b) Course teachers
 - c) Other (please specify)

Provide Faculty Data² for thesis advisors and student program advisors. For others, provide only a list (by year) of graduate courses taught over the last 5 years or a rationale for the individual's inclusion in their respective category.

Indicate the extent of participation of thesis advisors listed in I.a) above in other programs and participation in the current program being assessed (using relative measures, *e.g.* 80/20 split programA/programB)

- III. In tabular form, list all projects relating to:
 - a) funded research
 - b) non-funded research
 - c) total refereed publications
 - d) total non-refereed publications
 - e) conference presentations

² Faculty Data forms contain only that information relevant to graduate student teaching and research. A standard format for Faculty Data is appended to this document.

f) other scholarly activity

Indicate probable faculty retirements over the next 5 years, how these may affect the program and what plans are in place to maintain the quality of the program following the retirements.

2. Support Staff

Indicate the role or participation, if any, of clerical or technical support staff in the delivery or administration of the program.

3. Other

Indicate the participation in the program, if any, of individuals or groups external to the University of Manitoba and indicate the rationale for their participation. List the credentials for each individual/group supporting their involvement.

C. Physical Resources

1. Space

Describe the physical space in which the students carry out this program of study/research

Student offices, study carrels, study/reading rooms, rooms with computer connections (if not included in other space), laboratory space, other research or study space as is appropriate for the program

2. Equipment

List/describe available and anticipated equipment in the following categories.

I. Teaching

Instructional equipment used in delivery of courses/workshops/seminars in the program (projectors, video, computers, *etc.*)

II. Research

Major research equipment accessible to graduate students in the program, plans to retire/upgrade equipment or to obtain new equipment over the next 5 years.

3. Computer

List/describe facilities available to graduate students in the program (laptops, PCs, mainframe, scanners, printers, *etc.*), usage of open areas, facilities reserved for students in the program, availability of a University account for use with email, internet access, *etc.*

4. Library

- a) Evaluate existing resources available for use in the program
- b) Evaluate pertinent resources added within the last 5 years
- c) Evaluate pertinent new resources anticipated in the next 5 years
- d) Evaluate services available to the program

D. Graduate Students

1. Provide data on enrolment and graduations over each of the past 5 years and cumulatively over the past 10 years under the following headings:

- Masters
- Ph.D.
- Full time
- Part time
- Male
- Female
- Graduations
- Median and mean completion times in each category
- Student origin (Manitoba, Canada or Other) numbers in each category

2. Provide initial employment data (where and how many) or current employment status of graduates over the past 5 years and cumulatively over the past 10 years.
3. Provide data with respect to the number of students financially supported over each of the past 5 years:
 - Source and amount
 - Fraction of cohort receiving some support
 - Average amount of financial support per supported student
4. Publications by graduate students
 - Percentage of graduate students over the past 5 years with at least 1 publication
 - Percentage of graduate students over the past 5 years with at least 1 conference presentation
 - Percentage of graduate students over the past 5 years with more than 1 publication

Percentage of graduate students over the past 5 years with more than 1 conference presentation

5. Projected full-time and part-time enrolments over the next 5 years and relate to undergraduate trends in the discipline.

Standard Format for Faculty Data

Name:

Position/rank in the University:

Tenure date (*leave blank if not tenured*):

Employment: *start with most recent position and continue in reverse chronological order*

<u>Position</u>	<u>Institution/Organization</u>	<u>Dates</u>
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Academic Honours/Awards:

Professional and Scholarly Activities:

Graduate Training:

- (a) Number of students supervised, degree, status of students (*i.e.* completed or in progress)
- (b) Graduate courses taught in the last 5 years (by number, title and year)

Research Funding: *indicate title of project, source(s), amount, year(s), principal or co-applicant*

- (a) Internal grants
- (b) External Grants
- (c) Contracts

Publications (past 5 years): *start with most recent publication and continue in reverse chronological order*

- (a) Papers in refereed journals
- (b) Papers in non-refereed journals/publications
- (c) Papers in refereed conference proceedings

- (d) Scholarly books authored
- (e) Chapters in books
- (f) Major invited contributions
- (g) Abstracts
- (h) Other

Service related to Graduate Studies (past 5 years): *committee service (committee name and dates served), PhD Oral Defense Chair (Candidate name and defense date), etc.*

APPENDIX "B"

Expectations of the Review Committee

Site visits shall take place within 12 weeks of receipt in the Faculty of Graduate Studies of the unit head's report.

The Review Committee shall meet as a committee to conduct the site visit.

The site visit shall be conducted over no less than one full day and no more than two full days.

The Review Committee shall assess the program in accordance with the Assessment Guidelines outlined in *Appendix C*.

The Review Committee shall meet with the unit head, relevant budget Dean as well as faculty, staff and graduate students in the programs under review. The Review Committee shall also meet with the Dean of Graduate Studies and the Vice-Provost (Programs).

The report of the Review Committee is expected to be submitted to the Dean of FGS within 4 weeks of the site visit.

Site visit expenses (travel, meals, lodging) paid by the reviewers shall be reimbursed as soon as possible following completion of the site visit. An honorarium of \$1000 will be paid to the external reviewers upon receipt of the Review Committee's Report in the Faculty of Graduate Studies.

APPENDIX "C"

Review Committee - Assessment guidelines

The Review Committee is asked to assess the quality of the graduate program(s) and comment on the program(s) in relation to the stated strategic directions of the unit and the parent Faculty.

The Review Committee should be guided by the following headings although not restricted to them. However, the committee must conclude its report by classifying the program(s) in one of the stated categories and providing justification for the category chosen. Furthermore, the Review Committee in its report shall articulate clear recommendations and/or priorities of choice where appropriate to do so.

1. Strategic importance of the program(s) in relation to the strategic directions of the budget Faculty.
2. Comparisons with related program(s) on campus and elsewhere
3. Quality of graduate student supervision
4. Quality of students
5. Critical mass of students – mix of Masters vs PhD and Canadian vs International
6. Time(s) to completion of degree
7. Excellence of the faculty and breadth of expertise
8. Impact of research done in the unit
9. Adequacy of facilities, space, and other resources
10. Strengths and weaknesses of the program(s)
11. Extent to which program objectives are met
12. Classification of program(s) in to one of the stated categories: Adequate A or B; Inadequate
13. Suggestions for improvement if applicable

APPENDIX “D”

Review Committee Site Visit - Administrative

Responsibilities of the Faculty of Graduate Studies

- ❑ Basically, the Faculty of Graduate Studies will act as the main contact for the reviewers (internal and external); initial contact is made by FGS and the final report is sent to FGS.
- ❑ Once an individual has informally agreed to act as an reviewer, send (usually by fax) a letter seeking formal agreement (written) from the individual who has shown interest, along with a copy of the proposal and other information that should be included.
- ❑ Once an individual has formally agreed (*e.g.* signed fax) to act as a reviewer, the Faculty of Graduate Studies will contact the reviewer informing them that the proposing faculty/department/unit will be in contact with them to make travel/accommodation arrangements (for externals) and to provide an itinerary of the visit.
- ❑ The Faculty of Graduate Studies will be responsible for the travel expenses (*e.g.* airfare, hotel, meals) and the honorarium for each of the external reviewers.
- ❑ Ensure that Reviewers are at arm's length to the university.

Responsibilities of the proposing faculty/unit/department

- ❑ Basically, the proposing unit will be responsible for organizing a two-day site visit³ of the review committee.
- ❑ Booking airfare⁴ and accommodations.
- ❑ Providing additional information as requested by the reviewers prior to, during or following the site visit.
- ❑ Coordinating an appropriate itinerary for the review committee site visit. Arrange for a meeting with the Vice-President (Academic) or delegate, the Dean and Associate Dean (Programs and Planning), of the Faculty of Graduate Studies and the external reviewers. (The Dean and Associate Dean (Programs and Planning) should be scheduled for a half- hour interview at the start of the site visit.)
- ❑ Arrange discussions with related faculty members and graduate students in the program(s).
- ❑ Arrange for an opportunity to consider the matter of program resources, particularly those associated with the library and such things as study space for students.

³ Normally, an adequate amount of time for the site visit is one and a half days, therefore a return flight may be scheduled during the afternoon of the second day.

⁴ When booking airfare, please try to obtain a discount/excursion fare wherever possible.

APPENDIX "E"**Faculty of Graduate Studies****REVIEW COMMITTEE****RESUME FOR PROPOSED EXTERNAL REVIEWER**

Note: The unit is not to approach potential reviewers.
The following information is to be supplied from information already on hand either from personal knowledge or biographical sources.

Program:

1. Name of Proposed Reviewer:
2. Rank:
3. Institution: (include mailing address and telephone number)
4.

DEGREES	UNIVERSITY	DISCIPLINE	DATE
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5. Area(s) of Specialization: (relate this to those offered by the program being appraised)
6. Experience/expertise relevant to service as a consultant (e.g. membership on editorial boards, administrative experience, academic recognition).

7. Recent scholarly activity (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if a book).
8. Previous affiliation with the University if any (e.g., visiting professor - give dates, internal consultant, former employee, any former professor/student relationships with faculty members).

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APPENDIX "F"

Financial Commitment

- Approximately 18 programs⁵ (Master's and PhD) to be reviewed annually; this amounts to about 9 actual site visits per year as Master's and PhD programs within the same unit will get reviewed simultaneously (*e.g.* Master's and PhD in Chemistry)
- Each site visit will cost approximately \$6000⁶
- Annual budget required for review process is approximately \$54,000⁷.
- Library needs a minimum of a full-time person (Baseline) to carry out searches for program reviews plus additional capital in year one for equipment (Budget only):

Baseline (salary plus benefits)	\$40,000
Budget only (first year for computer equipment and network connection)	\$ 5,000

⁵ Based on 120 programs reviewed over a 7 year period.

⁶ Based on a 2 day/3 night visit, \$1500 flight mid-week, \$500 hotel/per diem, \$1000 honorarium (each of 2 external reviewers)

⁷ Based on 9 visits at \$6000.



UNIVERSITY
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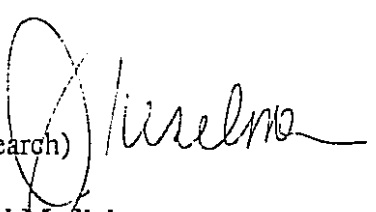
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Office of the President

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March 26, 2001

TO: Beverly M. Sawicki, University Secretary

FROM: Joanne C. Keselman, Vice-President (Research) 

RE: Proposal to Establish a Chair in Internal Medicine

Enclosed please find a proposal to establish an endowed research chair in internal medicine. The proposed chair will be funded through investment income from the . This fund is held in trust by the University of Manitoba, and has as its purpose "to promote advancement of scientific research for the increase of human knowledge and the alleviation of human suffering and, in particular, to facilitate or encourage medical research and education."

The enclosed proposal was developed by the Faculty of Medicine and endorsed by both the Dean of Medicine and the Vice-President (Academic) and Provost, in accordance with Policy 428, *Chairs and Professorships*. The proposal has also been endorsed by the members of the

As the primary purpose of the proposed chair is to enhance research at the University, the proposal was forwarded to the Senate Committee on University Research for consideration. The proposal was considered at the February 14, 2001 meeting of this committee, at which time a motion to recommend to Senate the approval of the proposed chair was passed.

Accordingly and as Chair of the Senate Committee on University Research, I would ask that you forward this proposal to Senate for its consideration.

As indicated in the attached proposal, the name of the proposed research chair is . Under separate cover, I have forwarded to you a request that seeks formal approval of this name from the Senate Committee on Honorary Degrees.

Thank you.

Comments of the Senate Executive Committee:

/tt
encl.

The Senate Executive Committee endorses the proposal to Senate.

Proposal to Establish an Endowed Research Chair in Internal Medicine

Department of Internal Medicine, Faculty of Medicine
December, 2000

Type of Appointment: Endowed Research Chair

Name: Research Chair in Internal Medicine

Purpose and Objectives of the Endowed Research Chair:

The Research Chair in Internal Medicine will provide leadership, scholarship and mentorship in clinical research in an area of research priority for the Department of Internal Medicine at the University of Manitoba. The primary objective of this Chair is to enhance clinical research activity and, in so doing, the overall research profile of the Department of Internal Medicine and the Faculty of Medicine. The specific objectives of the Chair include:

- to develop a strong externally funded program of research in a priority area of research relevant to internal medicine;
- to promote collaborative research within the Department, the Faculty and the University, and between the University and other research centres/institutes/organizations;
- to serve as a mentor for research trainees, for undergraduate and postgraduate students, and for junior faculty members who are considering pursuing a career as a clinician-scientist; and
- to develop and promote the model of general clinical investigation, and to promote translational research.

Background and Rationale:

The Faculty of Medicine has a major academic commitment to research in all fields relevant to internal medicine. Clinician-scientists trained in clinical medicine who are also successful and productive researchers are instrumental in achieving the academic goals and objectives of the Department of Internal Medicine as well as the Faculty of Medicine. These individuals serve not only as scientists in their own field of investigation, but also as role models for clinicians in training. They are evidence of the feasibility and excitement of a professional career as a clinician-scientist, and are key individuals in the Faculty who promote translational research.

A major role of the Department of Internal Medicine and the Faculty of Medicine is the training of physicians who will become clinician-scientists. Support of productive clinician-scientists within the department creates an environment that encourages undergraduate and postgraduate trainees to view research as a desirable career in academic medicine. Clinician-scientists also directly function as mentors for trainees and junior faculty who are beginning a research career.

For the Faculty of Medicine to recruit and retain effective clinician-scientists, committed financial support is required. This includes salary funding to relieve the individual from the need to undertake substantial clinical activity to generate earnings, thereby allowing him/her to maximize the time devoted to research. The development of an Endowed Research Chair in Internal Medicine will allow the Department to support a clinician-scientist and his/her research program and thereby strengthen research in the Department, and promote clinical investigation as a viable career choice for clinical trainees.

Relationship to the Goals of the Department of Internal Medicine:

The Department of Internal Medicine, in concert with research groups within the Faculty of Medicine, has identified several research priorities, each of which represents a current or emerging area of research strength within the Department. These areas of research priority, which are subject to change from time to time, currently include: diabetes, liver disease, rheumatology, inflammatory bowel disease, asthma, transplantation immunology, and antimicrobial resistance. The proposed Research Chair in Internal Medicine will develop and lead a strong clinical research program in one of these priority areas.

Specifically, the Chair will support an individual clinician-scientist by providing salary and operating funds to pursue independent research in an area of current priority to the Department. This will allow the recipient to maximize his/her research activity and effectiveness, as well as heighten research activity in the Department. Excellence of the candidate will be the first priority.

Additionally, the clinician-scientist will foster a training environment for young clinicians and scientists to promote instruction in clinical science. He/she will also strengthen research interactions with other clinical and basic scientists within the Department, the Faculty, the University, and other relevant agencies such as the Canadian Science Centre for Human and Animal Health, and the National Research Council's Institute for Biodiagnostics. These collaborative interactions will facilitate linkages among different research groups, promoting the Departmental and Faculty goals of group and interactive research.

Funding Method:

The Research Chair in Internal Medicine will be funded through investment income from the Fund that is held by the University of Manitoba. The revenue generated from this fund will support the salary and benefits of the appointee as well as an appropriate level of unrestricted research support for the Chair. In addition, opportunities to leverage these funds will also be explored through program offered by agencies such as the Canadian Institutes of Health Research.

Academic Qualifications:

As stipulated in University Policy 428, *Chair and Professorships*, individuals appointed to the Chair position normally shall have academic qualifications commensurate with an appointment at the rank of Professor. With respect to the proposed Chair, candidates must have an M.D. degree or both M.D. and Ph.D. degrees and be eligible for licensure in Manitoba. The successful candidate will have an outstanding record of achievement in clinical research, ideally, translational research, as reflected by a strong record of publications in high impact journals, and a strong record of ongoing peer-reviewed research funding from recognized granting agencies. Candidates shall also possess a strong record of training clinicians, basic scientists, research associates, post-doctoral fellows and graduate students.

Term of Appointment:

The initial term of the appointment will be five years. The renewal of the appointment for an additional term(s) will be subject to a successful performance review, such review to be carried out during the fourth year of the term.

A successful performance review will provide evidence of the following:

- personal research productivity in the form of external grants, presentations, and peer-reviewed publications;
- evidence of linkages, collaboration and multi-disciplinary research within the University and between the University and other research institutions; and
- evidence of mentoring, including: grants received by junior faculty, presentations by mentees, peer-reviewed publications by mentees, attraction of new young clinician-scientists.

Other Provisions:

1. The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with section 2.2 of University Policy 428. In accordance with section 2.2.3 of this policy, the President shall name a member of the Fund Allocations Committee to participate in the initial selection process.
2. The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with section 2.3 of University Policy 428. The Chair holder will have an appointment in the Department of Internal Medicine and some restricted clinical activity to ensure a clinical profile. Cross-appointment to an appropriate basic science department may also be considered. The Chair holder will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.
3. Annual reporting requirements shall also be in accordance with University Policy 428. In addition to the reporting requirements stipulated in this policy, the Chair holder shall provide an annual report of activities to the President of the University who, in turn, shall provide a copy of said report to the designated representative of the
4. In accordance with University Policy 428, the annual performance of the Chair holder shall be reviewed in the same manner as other faculty members. In the case of an appointment renewal, the Dean of Medicine shall be responsible for initiating and coordinating the reappointment review process and for recommending on reappointment to the Vice-President (Academic) and Provost. Such a reappointment review shall include, among other things, an external assessment of the performance of the Chair holder. A copy of the reappointment review report shall be provided to the President who, in turn, shall provide a copy of said report to the designated representative of the