

AGENDA

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

- ### III MATTERS FORWARDED FOR INFORMATION

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| 1. | <u>Appointment of Director of
the Natural Resources Institute</u> | Page 24 |
| 2. | <u>Report on Research Contracts
Received July 1, 2000 - December 31, 2000</u> | Page 25 |
| 3. | <u>Statement of Intent: Revision
of Occupational Therapy Degree Program</u> | Page 33 |
| 4. | <u>Annual Report of the
Student Advocacy Office
September 1, 1999 to August 31, 2000</u> | Page 40 |
| 5. | <u>Interim Report of the
Senate Planning and Priorities Committee
on the Proposed Engineering and
Information Technology Centre Building Site(s)</u> | Page 55 |
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p)	<u>Rules and Procedures</u>	Page 77
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IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 9, 2001

VII BUSINESS ARISING FROM THE MINUTES

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

1.	<u>Report of the Senate Executive Committee</u>	Page 81
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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.

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

1. **Report of the Faculty
Council of Graduate Studies
re Course Changes in the Faculty of Science** **Page 82**

a) **Report of the Senate
Planning and Priorities Committee** **Page 85**

2. **Report of the Senate
Committee on Nominations**

This report will be available at the Senate meeting.

3. **Report of the
Continuing Education Division
on a Proposal for a
Diploma in Aboriginal Child and Family Services** **Page 86**

a) **Report of the Senate Committee
on Curriculum and Course Changes** **Page 99**

b) **Report of the Senate
Planning and Priorities Committee** **Page 106**

X **ADDITIONAL BUSINESS**

XI **ADJOURNMENT**

/sgp

May 15, 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 May 15, 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 SPCC 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 SPCC for assessment of resource implications.

2. **Faculty of Human Ecology**

Department of Foods and Nutrition

The Faculty of Human Ecology is proposing the modification of course 030.326 **Food Quality Evaluation** by changing the pre-requisite from 030.333 to 030.216.

3. **Faculty of Medicine**

Department of Biochemistry & Medical Genetics

The Faculty of Medicine is proposing the modification of course 125.302 **Introduction to Human Genetics** in order to bring the course description more into line with what is being taught.

Course 125.301 **Introduction to Human Genetics** is being deleted, as it has not been offered since 1988.

4. Faculty of Science

Department of Zoology

Following a question at the May Senate meeting, the Faculty of Science has reconsidered its proposal for the modification of course 022.254 Human Physiology 2, and has further revised the pre-requisite.

5. Continuing Education Division

On December 13, 1989, Senate approved the following addition to the terms of reference of SCCCC: "To recommend to Senate on the introduction, modification or abolition of Advanced Certificate Programs and to approve, on behalf of Senate, similar actions with regard to Certificate Programs".

Certificate in Interdisciplinary Studies

The Continuing Education Division is proposing the introduction of a Certificate in Interdisciplinary Studies, which will allow students to select individual courses from a cross-section of certificate programs.

This program is designed to address the unique learning needs of individuals by providing them with a framework to customize their learning program. While the certificate programs, as presently constituted, provide an opportunity for structured learning within a variety of subject areas, there is virtually no ability to recognize learning that crosses disciplines.

The proposed program will provide a certificate to students completing a minimum of 200 contact hours. The specific program of study will not be prescribed by staff. Rather, the individual students will identify their own learning objectives and develop the program to fulfill these objectives. Students will be required to select courses from the slate of existing courses in the Management Professional and Community Programs area. Students will be required to take at least 50% of the program (100 contact hours) as new courses after they have been admitted to the program. A learning contract will be incorporated into the program to ensure that the individual's program proposal satisfies both the certificate requirements and the learning expectations of the student.

The Senate Committee on Curriculum and Course Changes approved the proposed Certificate in Interdisciplinary Studies.

Report of the Senate Committee on Curriculum & Course Changes
May 15, 2001

Recommendations

The Senate Committee on Curriculum and Course Changes recommends that course changes from the units listed below be approved by Senate:

Faculty of Human Ecology
Faculty of Medicine
Faculty of Science.

Respectfully submitted,

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

/sgp

1. **Faculty of Human Ecology**

Department of Foods and Nutrition

Course to be modified:

030.326 Food Quality Evaluation (3) L

Discussion of quality concepts and quality assurance principles for food applications, and of methods for evaluation of sensory, chemical and physical aspects of quality. The course will include industry visits and demonstrations of food testing techniques. *Pre-requisites: 030.216 (or the former 030.211 or 030.324) or 078.301 and 005.200 or equivalent.*

NET CHANGE IN CREDIT HOURS:

0

2. **Faculty of Medicine**

Department of Biochemistry & Medical Genetics

Course to be deleted:

125.301 Introduction to Human Genetics

-3

Report of the Senate Committee on Curriculum & Course Changes
May 15, 2001

Course to be modified:

125.302 Introduction to Human Genetics (6)

Topics to be included are the chromosomal level of genetic inheritance, Mendelian genetics, gene mutation and its consequences, the problems of multiple loci, and genetic-environmental interaction as these areas apply to human beings; the application of human genetics in medicine. Lectures, tutorials and assignments.

NET CHANGE IN CREDIT HOURS:

-3

3. Faculty of Science

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: 022.253 or 022.353 with a minimum grade of D or consent of instructor.*

NET CHANGE IN CREDIT HOURS:

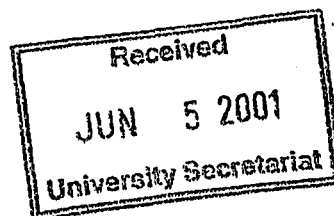
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UNIVERSITY
OF MANITOBA

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Faculty of Graduate Studies
Professor Fernando de Toro, Ph.D.
Dean



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MEMORANDUM

Date: June 4, 2001

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

The following motion was passed at the Faculty Council of Graduate Studies, May 24, 2001

- 1 MOTION SECCO/TAYLOR THAT Faculty Council approve, the course introduction in the Faculty of Nursing, 49.7XX as recommended by the Programs and Planning Committee and endorsed by the Executive Committee of the Faculty of Graduate Studies.

CARRIED.

~~MOTION SECCO/OSBORNE THAT Faculty Council approve the course introductions in the Faculty of Science (Physics and Astronomy), 016.7A1, 016.7A2, 016.7B1, 016.7B2 as recommended by Programs and Planning and endorsed by the Executive Committee of the Faculty of Graduate Studies.~~

~~CARRIED.~~

As a result, we are now forwarding these motions to Senate for its approval.

Atts.

/jc

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

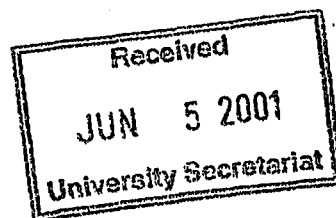


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Faculty of Graduate Studies

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Dean



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~~MOTION SECCO/OSBORNE THAT Faculty Council approve the course introductions in the Faculty of Science (Physics and Astronomy), 016.7A1, 016. 7A2, 016.7B1, 016.7B2 as recommended by Programs and Planning and endorsed by the Executive Committee of the Faculty of Graduate Studies.~~

~~CARRIED.~~

As a result, we are now forwarding these motions to Senate for its approval.

Atts.

/jc

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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 April 16, 2001 and made the following recommendation regarding the introduction of one course in the Faculty of Nursing.

Observations

1. The Faculty of Nursing approved the course introduction.
2. A statement of Library support was included with the course proposal. The Faculty of Nursing has addressed the concerns outlined in the statement of Library support and guarantees that it will make available the resources required to offer the course.
3. Reasons for the introduction 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 introduction as indicated below.

Course to be introduced:

049.7XX Applied Physiology and Pathophysiology for Nurses (6)
This is a clinically-applicable systems approach to normal and altered physiological regulation, and is of specific application to advanced nursing practice. Lectures in physiology and pathophysiology as well as student-led case studies will be used to provide synthesis and application of concepts to common health care problems seen in clinical practice.

Reason for the introduction:

The course will provide linkages between physiology and pathophysiology that are of specific application to advanced practice nursing

Net Change: +6 Credit Hours

Endorsed by Faculty Council May 24, 2001

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



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facsimile (204) 275-7925

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Office of the President

MEMORANDUM

TO: Ms Beverly M.M. Sawicki, University Secretary

FR: Dr. Emőke J.E. Szathmáry, President and Vice-Chancellor

DATE: June 8, 2001

SUBJECT: Academic Schedule

At its December 6, 2000 meeting, Senate approved the Academic Schedule which specified that the Fall Convocation would occur on October 18, 2001.

As Dr. Norrie will be installed as twelfth Chancellor of the University of Manitoba at the Fall Convocation ceremonies, it is desirable to add another session of Convocation to be held on Wednesday, October 17, 2001. Dr. Norrie's installation will take place at this session.

I therefore request the concurrence of Senate to amend the Academic Schedule by adding another session of Fall Convocation on October 17, 2001.

cc: Richard Levin, Director
Student Records

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the proposal to Senate.




UNIVERSITY
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Office of the President

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Winnipeg, Manitoba
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May 15, 2001

To: Deans and Directors

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

Subject: **APPOINTMENT: DR. C. EMDAD HAQUE, DIRECTOR, NRI**

I am very pleased to advise you that at its meeting on May 15th, 2001 the Executive Committee of the Board of Governors approved the appointment of Dr. C. Emdad Haque as Director, Natural Resources Institute.

C. Emdad Haque, B.A. (Hon), M.A., (Jahangirnagar University); M.A., Ph.D. (Manitoba), has been appointed for a five-year term as Director, Natural Resources Institute effective September 1, 2001 and as Professor with tenure.

Dr. Haque is currently Professor, Department of Geography, Brandon University and Adjunct Professor, University of Manitoba. His teaching and research interests encompass several major areas of the human-environment interface including water resource management, social impact assessment and public institutions and policy on natural resource. His interests also include sustainable development and integrated natural resource management, the concepts, methods and practices of conservation and risk assessment and disaster management. He has held various administrative positions; has published extensively both nationally and internationally and holds membership in several professional organizations.

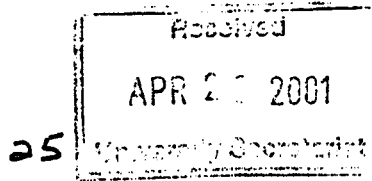
We look forward to working with Dr. Haque in the future. I am sure he can count on the support of his new colleagues in the Institute and the University of Manitoba.

JSG/jz



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Office of the President



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April 18, 2001

TO: Ms. Beverly Sawicki, University Secretary

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

RE: Report on Research Contracts Received

For the information of Senate, attached please find a Report on Research Contracts Received for the period July 1 - December 31, 2000.

With respect to the report, I would like to note the following:

1. A legend is provided at the end of the report for abbreviations used for the names of sponsors; and
2. Under the column 'Received to Date,' zero amounts are shown for certain contracts. This reflects the situation where a contract has recently been signed but for which no funds, to date, have been received.

Thank you.

/tt
attach.

c.c. Dr. D. Jayas, Associate Vice-President (Research) Elect

RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
AGRICULTURAL & FOOD SCIENCES			
PRENTICE B. E.	ECONOMIC DEVELOP WPG	20,500.00	STIMULATING TRADE THROUGH BROADENED MULTI-MODAL TRANSPORTATION ALTERNATIVES (WITH M. CROCKATT)
PRENTICE B. E.	MB HWYS & GOVT SERVICES	300,000.00	TRANSPORTATION POLICY/PLANNING DEVELOPMENT
PRENTICE B. E.	WED	800.00	MULTI-USER CONTAINER POOL SEMINAR (WITH J.KOSIOR)
PRENTICE B. E.	WPG AIRPORT AUTHORITY	10,000.00	STIMULATING TRADE THROUGH BROADENED MULTI-MODAL TRANSPORTATION ALTERNATIVES (WITH M. CROCKATT)
CHEN Y.	MAN AGRICULTURE	28,896.00	STRAW INCORPORATIONS THROUGH TILLAGE PRACTICES UNDER HEAVY CLAY SOIL CONDITIONS (WITH D. LOBB)
MANN D. D.	MAAS/ARDI	17,300.00	DEVELOPMENT OF A PERIPHERAL VISION LIGHTBAR FOR GPS-BASED GUIDANCE SYSTEMS (WITH NSERC)
ZHANG Q.	MAAS/ARDI	24,002.00	THE EFFECT OF HEAT LAMP USAGE ON PERFORMANCE OF PIGLETS SHORTLY AFTER BIRTH (WITH MANITOBA HYDRO)
BAIDOO S. K.	MAAS/ARDI	39,225.00	DIETARY EFFECTS OF FLAX SEEDS AND VITAMIN E IN THE DIET OF PREGNANT AND LACTATING SOWS ON SOW AND LITTER PERFORMANCE (WITH FLAX COUNCIL OF CDA)
CONNOR M. L.	MAAS/ARDI	7,287.00	INFLUENCE OF LIGHT SOURCE ON PHYSIOLOGICAL RESPONSES, PUBERTY ONSET & EMBRYO SURVIVAL IN GILTS (WITH MANITOBA HYDRO)
CONNOR M. L.	MAAS/ARDI	23,070.00	PHOTOPERIOD, TIME WEANING AND REPRODUCTIVE PERFORMANCE OF SOWS (WITH MANITOBA PORK)
HOUSE J. D.	MAAS/ARDI	18,500.00	FOLATE FORTIFICATION OF TABLE EGGS: DEVELOPMENT OF ANIMAL-BASED FUNCTIONAL FOODS (WITH POULTRY INDUSTRY COUNCIL, MANITOBA EGG PRODUCERS)
KENNEDY A. D.	ALTA AGRI RES INST	47,196.00	FEEDING STRATEGIES TO REDUCE WINTER MAINTENANCE ENERGY REQUIREMENTS OF FEEDLOT CATTLE (BEEF INDUSTRY DEV FUND)
KENNEDY A. D.	MAAS/ARDI	8,685.00	THE EFFECT OF SUPPLEMENTAL LIGHT ON GROWTH CARCASS COMPOSITION AND REPRODUCTIVE DEVELOPMENT OF BEEF CATTLE (WITH MANITOBA HYDRO)
LEWIS N. J.	MAAS/ARDI	25,000.00	TRANSPORTATION OF EARLY WEANED PIGS' INTERACTIVE EFFECTS OF TEMPERATURE, TEMPERATURE FLUCTUATION, DURATION OF TRANSPORT AND POST TRANSPORTATION FEEDING STRATEGIES (WITH MANITOBA PORK COUNCIL)
MARQUARDT R. R.	MAAS/ARDI	38,500.00	ENHANCEMENT OF THE PERFORMANCE OF EARLY WEANED PIGS USING CHICKEN EGG-YOLK ANTIBODIES (WITH MANITOBA PORK)

RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
SLOMINSKI B. A.	MAAS/ARDI	58,000.00	DEVELOPMENT OF A NEW GENERATION OF EXOGENOUS ENZYMES FOR SWINE & POULTRY (WITH CANADIAN BIOSYSTEMS INC, MANITOBA PORK COUNCIL)
SLOMINSKI B. A.	MAAS/ARDI	10,450.00	APPLICATION OF AN INEDIBLE TECHNICAL ALBUMEN AND THE WHOLE "EGG BY-PRODUCTS" AS HIGH QUALITY PROTEIN ENERGY MATERNAL ANTIBODY & BACTERICIDE SUPPLEMENTS IN ANIMAL NUTRITION (WITH CANADIAN INOVATECH INC., CANADIAN BIO-SYSTEMS)
WITTENBERG K.	MAAS/ARDI	18,060.00	TECHNOLOGY DEVELOPMENT TO IMPROVE PASTURE PRODUCTIVITY FOR DAIRY HERDS (WITH MANITOBA MILK PRODUCERS)
WITTENBERG K.	MAAS/ARDI	1,980.00	USE OF FORTIFIED HAY CUBES AS A DELIVERY SYSTEM FOR NUTRIENTS AND FEED ADDITIVES TO CATTLE ON FORAGE BASED DIET (WITH MANITOBA FORAGE COUNCIL, MANITOBA CATTLE PRODUCERS)
CURRIE R. W.	CDA/SASK AGRI-FOOD	3,000.00	CHALKBROOK & DISEASE CONTROL IN HONEY BEES
CURRIE R. W.	CDA/SASK AGRI-FOOD	5,000.00	CONTROL OF PARASITIC MITES IN HONEY BEES
HOLLIDAY N. J.	MAAS/ARDI	23,200.00	MANAGEMENT OF ROOT MAGGOTS, DELIA SPP. ON OILSEED RAPE IN MANITOBA (CANOLA AGRONOMIC RESEARCH, RHONE-POULENC AGROCHIMIE)
HOLLIDAY N. J.	MAAS/ARDI	8,000.00	CLASSICAL GEOLOGICAL CONTROL OF DELIA SPP. ON CANOLA (COMMONWEALTH SCHOLARSHIP & FELLOWSHIP PROGRAM)
MACKAY P. A.	MAAS/ARDI	12,000.00	BIOLOGICAL CONTROL OF LYGUS PLANT BUG, A PEST OF CANOLA, ALFALFA, AND OTHER MANITOBA CROPS (WITH CANOLA AGRONOMIC)
HOLLEY R. A.	MAAS/ARDI	11,362.00	PROACTIVE CONTROL OF THE FOODBORNE PATHOGEN E.COLI 0157:H7 IN RUMINANTS ON THE FARM (WITH ELANCO, AGTECH PRODUCTS, NYMOX, NSERC)
HOLLEY R. A.	MAN CONSERVATION	13,500.00	MICROBIOLOGICAL EVALUATION OF SOIL AND GROUNDWATER FOLLOWING APPLICATION OF LIQUID HOG MANURE OVER A SHALLOW SAND AQUIFER (WITH G. BLANK)
ENTZ M. H.	MAAS/ARDI	20,550.00	ENHANCING PROTEIN CONTENT & YIELD OF SPRING & WINTER WHEAT THROUGH INNOVATIVE USE OF LEGUMES IN ROTATION (WITH POTASH AND PHOSPHATE INST, WESTCO FERTILIZER, MONSANTO, CYANAMID, CANADIAN FERTILIZER, MANITOBA PULSE GROWERS)
FERNANDO D. W.	MAAS/ARDI	15,151.00	EFFECT OF ENVIRONMENT AND CROPPING PRACTICES ON THE EPIDEMIOLOGY OF BLACKLEG PATHOGEN OF CANOLA (WITH WESTERN CANADA CANOLA & RAPESEED)
HILL R. D.	MAAS/ARDI	10,000.00	ENHANCING GERMINATION VIGOR IN CEREALS (WITH NOVARTIS AND CDN SEED GROWERS)
LAMARI L.	MAAS/ARDI	13,300.00	EPIDEMIOLOGY OF SEPTORIA LEAF BLOTCH IN MANITOBA (WITH KEYSTONE VEG PRODUCERS, MIDWEST FOOD, MCCAIN FOODS, STANCHEM, GUSTAFSON, BIOCID)
MCVETTY P. B.	CANAMERA FOODS LTD	186,000.00	DEVELOPMENT OF HIGH ERUCIC ACID RAPESEED CULTIVARS (WITH R. SCARTH, D. FERNANDO)

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RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
MCVETTY P. B.	MAAS/ARDI	67,500.00	RAPID DEVELOPMENT OF HERBICIDE TOLERANT HIGH ERUCIC ACID RAPESEED CULTIVATORS FOR PRODUCTION IN WESTERN CDA (WITH RHONE-POULENC & CANAMERA FOODS)
MCVETTY P. B.	RHONE-POULENC AG CO	120,000.00	BROMOXYNIL RESISTANT SUMMER OILSEED RAPE & SUMMER TURNIP RAPE CULTIVAR DEVELOPMENT (WITH R. SCARTH & S.R. RIMMER)
REMPHREY W. R.	MAAS/ARDI	8,000.00	INFLUENCE OF MICROCLIMATE VARIABLES ON THE OCCURRENCE & DEVELOPMENT OF ENTOMOSPORIUM LEAF & BERRY SPOT DISEASE & PHENOLOGICAL PHASES OF GROWTH & FRUIT PRODUCTION IN AMELANCHIER ALNIFOLIA (WITH PRAIRIE FRUIT, U OF SK)
SCARTH R.	MAAS/ARDI	40,000.00	DEVELOPMENT OF LOW SATURATE CANOLA BRASSICA NAPUS (WITH CANOLA COUNCIL & MAN CANOLA GROWERS)
SMITH S. R.	MAAS/ARDI	29,000.00	BREEDING & SEED PRODUCTION OF NATIVE GRASSES: SEIZING NEW OPPORTUNITIES (WITH CANADIAN SEED GROWERS, DUCKS UNLIMITED, MANITOBA FORAGE SEED)
VAN ACKER R.	MAAS/ARDI	54,000.00	MULTIPLE HERBICIDE RESISTANT WILD OAT: OCCURRENCE & EVOLUTIONARY MECHANISM (WITH NOVARTIS,ZENECA AGRO, AGROEVO, DUPONT, BASF, BAYER, WESTCO FERTILIZER, CARGILL, UGG, MONSANTO, RHONE-POULENC, CYANIMID)
VAN ACKER R.	MAAS/ARDI	3,000.00	THE IMPACT OF HERBICIDE MODE OF ACTION ON LOW-DRIFT SPRAY EFFECTIVENESS (WITH MONSANTO, BAYER, ABJ, BASF, WILGER, GREENLEAF)
VESSEY J. K.	MAAS/ARDI	25,000.00	IMPROVEMENTS TO THE INOCULATION OF PEA & LENTIL CROPS IN SOUTHERN MAN (WITH PHILOM BIOS & MAN PULSE GROWERS)
FARENHORST A.	MAAS/ARDI	39,099.00	RESIDUAL ACTIVITY OF HERBICIDES IN SOIL (WITH CANOLA COUNCIL CDA, CYANAMID)
FLATEN D. N.	MAAS/ARDI	12,900.00	EFFECTS OF SULPHUR NUTRITION ON GRAIN QUALITY OF WHEAT (WITH UGG AND AGRIMUM)
FLATEN D. N.	MAAS/ARDI	22,000.00	THE EFFECT OF APPLICATION DATE, LANDSCAPE POSITION AND NITRIFICATION INHIBITOR ON THE EFFICIENCY OF FALL BANDED NITROGEN FERTILIZER IN MANITOBA (WITH WESTERN CO-OPERATIVE FERTILIZER)
FLATEN D. N.	MAAS/ARDI	0.00	THE INFLUENCE OF PULSE CROP ROTATION AND CONTROLLED RELEASE UREA ON PROTEIN ACCUMULATION AND QUALITY IN CANADIAN WESTERN RED SPRING WHEAT (WITH AGRIMUM AND, CANADIAN WHEAT BOARD)
GOH T. B.	MAAS/ARDI	27,750.00	ASSESSING THE MICRONUTRIENT REQUIREMENTS OF CEREALS, CANOLA AND BEANS IN MANITOBA (WITH WESTERN CO-OPERATIVE FERTILIZER)
LOBB D. A.	MB AGRICULTURE & FOOD	27,741.00	INNOVATIVE MANURE APPLICATION PRACTICES TO MANAGE EXCESSIVE CEREAL CROP RESIDUES (WITH D. BURTON, Y. CHEN)
SHAYKEWICH C.	MAAS/ARDI	7,700.00	ESTIMATION OF GROUND COVER AND PHENOLOGICAL DEVELOPMENT OF CANOLA FROM WEATHER DATA (WITH NSERC)

RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
ARTS			
JACOBY T. A.	DFAIT	8,500.00	CANADIAN PEACEBUILDING IN THE MIDDLE EAST
MARTIN D. G.	CHILD & FAMILY SERVICES WPG	83,200.00	COMMUNITY RESOURCE CLINIC (WITH D. FUCHS & T. FLETCHER)
URSEL E. J.	MB HWYS & GOVT SERVICES	15,200.00	LITERATURE REVIEW AND DATA ANALYSIS FOR THE ABORIGINAL JUSTICE INQUIRY IMPLEMENTATION COMMISSION (ABORIGINAL JUSTICE COMMISSION)
URSEL E. J.	MAN JUSTICE	12,953.00	WINNIPEG FAMILY VIOLENCE COURT STUDY
SCIENCE			
CHARLTON J. L.	MEDICURE INC	19,500.00	AN INVESTIGATION OF THE NUCLEAR MAGNETIC RESONANCE SPECTRA PYRIDOXAL ANALOGUES
GUO B.	US ARMY	14,708.00	MATHEMATICAL PROBLEMS OF THE LATTICE MATERIALS
PAGE J. H.	CDN SPACE AGENCY	74,960.00	VISCOSITY AND DYNAMICS OF SUSPENSIONS OF NON-BROWNIAN PARTICLES AND BUBBLES IN A MICROGRAVITY ENVIRONMENT
MANAGEMENT			
WARREN R.	NRC	8,000.00	TRANSPORTATION INDUSTRY REVIEW (IRAP)
WARREN R.	NRC	2,800.00	MARKET POTENTIAL FOR HEMP MILK (IRAP)
WARREN R.	NRC	144,400.00	COMPETITIVE TECHNICAL & BUSINESS INTELLIGENCE PROGRAM (WITH M. MCRAE)
DENTISTRY			
SUZUKI M.	3M USA	2,147.28	CLINICAL EVALUATION OF A NEW UNIVERSAL HYBRID COMPOSITE RESIN (3M) AS A POSTERIOR RESTORATIVE MATERIAL (WITH L. STOCKTON, D. DAVIDSON)
ENGINEERING			
POLYZOIS D.	CANZEAL ENT LTD	13,250.00	ADVANCED COMPOSITE POLES FOR TRANSMISSION LINES
GOLE A. M.	HVDC RES CTR	8,906.90	CONTROL MODELING & SWITCHING SURGE TUTORIALS FOR EMTDC (WITH S. WOODFORD)
CAHOON J. R.	CDN SPACE AGENCY	74,116.00	EXPERIMENTS FOR THE ACCURATE DETERMINATION OF LIQUID DIFFUSION COEFFICIENTS (WITH M. CHATURVEDI)
NATERER G. F.	GKN WESTLAND HELICOPTER	36,500.00	PREVENTING IN-FLIGHT ICING AND FLOW BLOCKAGE AT A HELICOPTER ENGINE INLET (WITH N. POPPLEWELL)
THORNTON-TRUMP	WORKERS COMP BOARD OF	13,000.00	REDUCTION OF REPETITIVE STRAIN INJURIES (RSI) USING VIRTUAL SPACE COMPUTER MODELS (WITH Q. WU)

RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
HUMAN ECOLOGY			
ESKIN N. A. M.	MAAS/ARDI	49,125.00	RAPID ANALYTICAL TESTS FOR PREDICTING OIL QUALITY IN OILSEED BREEDING (WITH FLAX COUNCIL, LIMAGRAIN, UGG)
MALCOLMSON L.	MAAS/ARDI	20,000.00	FLAX AND FLAXSEED COMPONENTS IN BAKED PRODUCTS: EFFECTS ON GLYCEMIC CONTROL IN DIABETES (WITH FLAX COUNCIL)
PRZYBYLSKI R.	MAAS/ARDI	22,000.00	EFFECT OF OILS AND FATS COMPOSITION ON THEIR FRYING PERFORMANCE (WITH DOW AGRO SCIENCES)
TAYLOR C. G.	MAAS/ARDI	29,300.00	EFFECTS OF FLAXSEED OIL ON GLYCEMIC CONTROL, INSULIN RESISTANCE, & ADIPOSE METABOLISM (WITH NSERC, FLAX COUNCIL)
MEDICINE			
DAVIE J. R.	US ARMY	122,634.16	ISOLATION OF ESTROGEN-RESPONSIVE GENES IN HUMAN BREAST CANCER CELLS
MURPHY L. C.	US ARMY	121,516.62	THE ESTROGEN RECEPTOR & ITS VARIANTS AS RISK FACTORS IN BREAST CANCER (WITH P.H. WATSON, L. MURPHY)
SEHON A.	GENZYME CORP	4,600.00	THERAPEUTIC EFFICACY OF ALLERGEN-MPEG CONJUGATES FOR IMMUNOSUPPRESSION
SEHON A.	LONDON INT'L GROUP	44,400.00	CONSIDERABLE REDUCTION IF NOT TOTAL ELIMINATION OF ALLERGENICITY OF LATEX MEDICAL DEVICES
BEGLEITER A.	AMER INST CANCER RES	39,269.08	INCREASING THE EFFECTIVENESS OF BIOREDUCTIVE ANTITUMOR AGENTS
ILNYCKYJ A.	JANSSEN-ORTHO INC	50,000.00	DEVELOPMENT OF A COMPREHENSIVE G.I. MOTILITY PROGRAM
WILKINS J. A.	ALLERGAN	28,860.00	TESTING OF A PANEL OF MONOCLONAL ANTIBIOTICS TO VB3 INTOGREN FOR REACTIVITY WITH SUPERINTOGREN
BRUNHAM R. C.	CONNAUGHT LABS LTD	37,500.00	CHLAMYDIA DNA VACCINE DEVELOPMENT WITH MRC UNIV/IND
MOSES S.	CIDA	0.00	AIDS PREVENTION AND CONTROL IN INDIA
MOSES S.	UNIV OF WASHINGTON	94,339.00	PREPARATORY AIDS VACCINE EVALUATION STUDIES
LAW B. J.	PASTEUR MERIEUX CONN	13,782.32	SAFETY & IMMUNOGENICITY OF TETANUS & DIPHTHERIA TOXOIDS ABSORBED COMBINED WITH COMPONENT PERTUSSIS VACCINE & INACTIVATED POLIOMYELITIS VACCINE TD9809
OGBORN M. R.	DAIRY FARMERS OF CDA	10,000.00	REDUCTION OF CASEIN NEPHROTOXICITY BY DIETARY LIPID MANIPULATION (WITH H. AUKEMA)
WATSON P. H.	US ARMY	21,802.50	IDENTIFICATION OF GENETIC MARKERS OF THE INVASIVE PHENOTYPE IN HUMAN BREAST CANCER.
WATSON P. H.	US ARMY	143,808.34	THE ROLE OF RANBPM IN EARLY PROGRESSION OF BREAST CANCER
WATSON P.H.	US ARMY	8,508.62	THE ROLE OF RANBPM/S100A7 INTERACTION IN HUMAN BREAST CANCER

RESEARCH CONTRACTS RECEIVED

July 01, 2000 - December 31, 2000

FACULTY /NAME	SPONSOR	RECEIVED TO DATE	TITLE
LAUTT W. W.	DIABEX INC	238,050.00	DEVELOPMENT OF THERAPY FOR DIABETES
DODD J. G.	AMER INST CANCER RES	103,153.46	PROSTATE CANCER PROGRESSION IN A TRANSGENIC MOUSE MODEL:DIETARY INTERVENTION
SHIU R. P.	US ARMY	23,458.50	PROPROTEIN CONVERTASES IN HUMAN BREAST CANCER.
GORDON R.	BIR INC	26,392.50	RESEARCH RELATING TO THE DEVELOPMENT OF MICRO CT MAMMOGRAPHY
YASSI A.	IDRC	65,095.00	URBAN ECOSYSTEM HEALTH INDICATORS (CUBA) (WITH B. TATE)
PHARMACY			
HASINOFF B. B.	UNIV OF PITTSBURGH	36,824.00	MECHANISM OF ACTION & RESISTANCE TO ICRF-187
NATURAL RESOURCES INSTITUTE			
BERKES F.	NEW ZEALAND SCI & TECH	55,026.65	USE OF TRADITIONAL ENVIRONMENTAL KNOWLEDGE AND ECOLOGICAL SCIENCE IN THE NWT (WITH P. LYVER)
BERKES F.	PARKS CDA	24,500.00	INTEGRATING TRADITIONAL ECOLOGICAL KNOWLEDGE WITH REMOTE SENSING IN WAPUSK NATIONAL PARK
TOTAL		3,468,290.93	

Sponsor Legend

<u>Abbreviations</u>	<u>Complete Name</u>
ARDI	Agriculture Research Development Initiative
BIR Inc	Bio-Imaging Research Inc
CIDA	Canadian International Development Agency
DFAIT	Department of Foreign Affairs & International Trade
HVDC Res Ctr	High Voltage Direct Current Research Centre
IDRC	International Development Research Centre
IRAP	Industrial Research Assistance Program
MAAS	Manitoba Association of Agricultural Societies Inc.
NRC	National Research Council
WED	Western Economic Diversification



UNIVERSITY
OF MANITOBA | Office of the President

17 April 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: Revision of Occupational Therapy Degree Program

On behalf of the University of Manitoba, I am pleased to submit the attached Statement of Intent proposing a significant revision of our Occupational Therapy in the School of Medical Rehabilitation.

The proposal is to establish a new entry-level professional degree program in Occupational Therapy which would replace our existing BMR(OT). This new program differs from the existing program in two important ways. First, admission to the new program will require a completed B.A. or B.Sc. degree. The credential to be awarded those who complete the new program is still under study; it will be either a (second) baccalaureate degree or a masters degree. Second, the new program's curriculum is designed to meet accreditation expectations effective in 2005. It provides a substantial increase in the length of time devoted to professional courses and to hours of field experience. Moreover, the content of the curriculum is more focused on core concepts and practices related to occupational therapy and will enhance the analytical abilities of students.

You will notice that the new program would begin in September 2003 and no students would be admitted to either the old or new programs in September 2002. This will permit those following the current program to complete their studies in a timely fashion.

This proposed new program would be offered without the need of additional resources from COPSE.

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

Sincerely,

A handwritten signature in cursive script, appearing to read "RA Lobdell".

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
 James S. Gardner, Vice-President (Academic) & Provost
 Juliette Cooper, Director, School of Medical Rehabilitation
 Beverly Sawicki, University Secretary

STATEMENT OF INTENT

Institution

- ☐ Brandon University
☒ University of Manitoba
☐ University of Winnipeg
☐ Collège universitaire de Saint-Boniface
- ☐ Assiniboine Community College
☐ Keewatin Community College
☐ Red River Community College

Program Overview

① Program Name:
Occupational Therapy

① Credential to be offered:
Entry-level professional degree. Second bachelors or masters designation yet to be determined.

① Does the program require accreditation from a licencing group? ☒ YES ☐ NO
If yes, name group
Canadian Association of Occupational Therapists

① Length of the program: 22 ☐ Years ☐ x Months ☐ Semesters

① Proposed program start date: 25 / 08 / 03
Day/Month/Year

① Which department(s) within the institution will have responsibility for the program?
Division of Occupational Therapy
School of Medical Rehabilitation

① As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
☐ Medium
☐ Low

① Is this a new program? ☒ YES ☐ NO
This program will replace the existing Bachelor of Medical Rehabilitation degree in Occupational Therapy. Changes are both structural and curriculum content related, therefore, this program is being presented as a new program.

① Is this a revision of an existing program: ☒ YES ☐ NO
If YES, name program
What are the impacts of changing this program?
This program will replace the existing Bachelor of Medical Rehabilitation degree in Occupational Therapy.
Pre-requisites for entry to this program are changing to a first degree with specified pre-requisites from an minimum of 30 credit hours with specified pre-requisites.
Length of time in the professional program and hours of field experience are changed.
The attached program comparison overview (Appendix A) illustrates the differences between the current and proposed programs.
Curriculum content is changing to focus more time on the core concepts and practices related to occupational therapy and to enhance the analytical and interpretative abilities of students. Curriculum content changes are required in order to meet accreditation expectations for 2005.

① Will the program be available to part-time students? ☐ YES ☒ NO

① Will this program have a-cooperative education component? ☒ YES ☐ NO
If YES, how long with the field placement be?
There are 26 weeks of fieldwork experience composed of 4 full time modules that are integrated into the curriculum and staged at key points in relation to the academic modules in the curriculum plan. (See overview of proposed program in Appendix A)

- ③ 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 students enrolled in the program will be required to complete all components of the program in order to graduate and become eligible for practice in the field of occupational therapy.

- ③ Will there be distance delivery options? ☒ YES ☐ NO

Provide Details

Some fieldwork support will be provided through distance delivery.

- ③ Will this program be delivered jointly with another institution? ☐ YES ☒ NO

If YES, name the institution

- ③ 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 12* occupational therapy programs in Canada. These programs primarily meet the need for occupational therapists in their respective regions of the country. A program is needed at the University of Manitoba to:

- a) meet manpower needs for occupational therapists in Manitoba and
- b) advance knowledge and to educate occupational therapists in a manner that is relevant to the physical, social, cultural and political environment of Manitoba.

*Dalhousie University, Université Laval, McGill University, Université de Montréal, University of Ottawa, University of Western Ontario, McMaster University, University of Toronto, University of Manitoba, University of Alberta, University of British Columbia

- ③ What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

None are presently planned.

Specific Program Information

1. Program Description

① Describe the program and its objectives:

It is proposed that a new program in occupational therapy be launched in the fall of 2003. This new program is intended to build on the strengths of the current BMR(OT) program but represents a refocus and restructuring of the program around themes and content important to the discipline of occupational therapy. Highlights of the new program include:

- The new program is a second degree program. Before entering the new program, students must have completed a general degree in Arts or Science including required pre-requisites. Pre-requisite studies will include introductory courses in psychology, sociology, human anatomy and physiology, human development across the lifespan and statistics.
- Curriculum structure includes an integrated schedule of academic and fieldwork experience modules that take place over a concentrated 2 1/2 year period. A chart comparing the current program to the new program structure is contained in Appendix A.
- Curriculum content includes knowledge, skills and attitudes required for entry level practice as a registered occupational therapist. The focus of occupational therapy is occupation. Occupation, as defined in occupational therapy literature, includes, "everything people do to occupy themselves including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity)"¹. Curriculum content focuses on understanding the impact of elements of the person, the environment and occupations on occupational performance. Barriers to occupational performance resulting from diseases, impairments and disabilities are studied. Assessments, problem solving approaches and interventions to promote performance in desired occupations of self-care, productivity, and leisure despite diseases, impairments and disabilities are taught.

¹Law, M., Polatajko, H. Baptiste, S., Townsend, E. (1997) Core concepts of occupational therapy. In Canadian Association of Occupational Therapists, Enabling occupation: An occupational therapy perspective. Toronto: Author.

- Teaching and learning methods in academic modules include a mixture of seminars, lectures, laboratory sessions, case studies, problem solving exercises, and, independent study. Students often work in collaborative groups. Fieldwork experiences occur in full time blocks and are supervised by practicing therapists in their work environments. Fieldwork modules are interspersed with academic modules and progress from basic to advanced, in terms of the expectations for the professional development of students. Activities to maximize links between fieldwork and academic modules are part of the new program design.

① Provide an overview of the content to be taught in this program:

See Appendix A

2. Enrollment

① What is the program's initial projected enrolment?

30 (up to 50 depending on pending approvals for enrolment increases for the School of Medical Rehabilitation)

① What is the projected enrollment for the 2nd and 3rd years?

30 in each year (or up to 50 depending on pending approvals for enrolment increases for the School of Medical Rehabilitation)

① Describe the expected student profile?

A student who has maintained a high grade point average and, at minimum, has a completed a previous Arts or Science including studies in introductory psychology, sociology, human anatomy and physiology, statistics, and human development across the lifespan, and

3. Labour Market Information

① What labour market need is the program expected to meet?

There is an ongoing and anticipated increase in need for occupational therapists in Manitoba. This need is documented in a report prepared for COPSE in February 2000 entitled "School of Medical Rehabilitation Proposal to Increase Enrolment in the Bachelor of Medical Rehabilitation (Occupational Therapy) Program".

The University of Manitoba currently provides 80% of Manpower in occupational therapy in Manitoba. (See Appendix B)

② Are there currently jobs in Manitoba in this field? ☒ YES ☐ NO

If yes, where (geographic location and industry)?

Regional health districts in all areas of the province identify a need.

③ What is the future job forecast for individuals with this education/training/credential?

Employment opportunities in Occupational Therapy are currently very good and expected to get better. Despite earlier reports by Human Resources Development Canada, based upon erroneous data from the Canadian Institute for Health Information*, detailed data collected locally by the School of Medical Rehabilitation in 2000 (see Appendix B) suggests that a combination of retirements and changes in health care are resulting in an impending shortage of occupational therapists. As in most professions the "baby boomers" who entered Occupational therapy in the 60s are reaching retirement age. In addition people are living longer and expressing a desire to live independently and maintain active lifestyles over a longer lifespan. Occupational therapists use prevention, education and intervention to help people be active and healthy by assisting people to carry out self-care, productivity and leisure activities that are meaningful to them by assessing needs and enabling function or adapting the environment.

④ How does this program fit with Manitoba's stated economic, social and other priorities?

This program helps to ensure that core health services to meet the physical and psychosocial needs of Manitobans are met. The program will produce professionals who are qualified to conduct client centred assessment and intervention related to the performance of self-care, productivity, and leisure pursuits of individuals in the contexts of their homes, communities and work or school environments.

⑤ What agencies, groups, institutions will be consulted regarding development of the program?

Manitoba Health
Winnipeg Regional Health Authority
Regional Health Authorities of Manitoba
University of Manitoba faculties of Arts, Science, and Graduate Studies
University of Winnipeg
Brandon University
Association of Occupational Therapists of Manitoba
Manitoba Society of Occupational Therapists
Canadian Association of Occupational Therapists
Saskatchewan Health
Saskatchewan Society of Occupational Therapists
University of Saskatchewan
University of Regina

⑥ Is there any other information relevant to this program?

This program will be phased-in in relation to termination of the current BMR(OT) program. (See Appendix C) Specifically, the first intake of students into the new program will occur in September 2003. There will be no intake of students in September 2002. This phase in is designed to achieve several goals:

- to allow time for prospective students to complete a first degree prior to entry to the professional program
- to ensure a steady supply of therapists into the workforce (graduating numbers will not fluctuate from numbers graduating from the current program except as they may change due to enrolment increase)
- to respect the reality of limited availability of placement sites for the fieldwork component of the program
- to allow time for completion of detailed course content development including stakeholder consultation

4. Financial Information

① Projected Program Costs: Salary
 Operating
 Capital
 Total cost

① Projected Program Revenue: Tuition
 Other_
 Total revenue

Submitted by:

EMILY ETCHERRY
Name (print)

HEAD DIVISION OF OCCUPATIONAL THERAPY
Position SCHOOL OF MEDICAL REHABILITATION

E. Etcherry
Signature

April 4/01
Date



40

UNIVERSITY
OF MANITOBA

Student Advocacy/Student Resource Services

Student Advocacy
519 University Centre
Winnipeg, Manitoba
Canada R3T 2N2

Tel: (204) 474-7423
in Manitoba 1-800-432-1960
Fax: (204) 474-7567

MEMORANDUM

DATE: May 31, 2001
TO: Dr. D. R. Morphy, Vice Provost (Student Affairs)
FROM: Lynn M. Smith, Director, Student Advocacy/Student Resource Services
RE: 2001 Annual Report, Student Advocacy

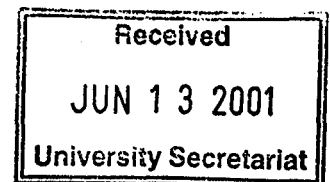
Lynn M. Smith

Enclosed please find the final version of the 2001 Annual Report of the Student Advocacy office. This report was authored by Ms. N. Callaghan and Ms. B. Usick. We are now pleased to submit this document to you. Thank you for your previous comments on the draft report.

Because we are hopeful that this report will be accepted for the next meetings of Senate Executive and Senate, we are copying both Dr. J.S. Gardner, Vice President Academic and Provost and Ms. Bev Sawicki, Secretary of Senate.

LMS/bu
attach. (1)

cc. Dr. J.S. Gardner, Vice President (Academic) and Provost
Ms. Bev Sawicki, University Secretary



**2001 Annual Report
of the office of
Student Advocacy**

**University of Manitoba
September 1, 1999 to August 31, 2000**

EXECUTIVE SUMMARY

This is the 1999-2000 Annual Report for the Student Advocacy office. The report is presented under five main headings: Services, Programs, Community Outreach, Staff, and Future Directions. The caseload is described within the 'Services' section. There are two figures which display the contacts and caseload for the reporting year and demonstrate the percentage of cases seen in the different categories of academic, administrative, admissions, discipline, equity, multicategory, and other. The first two tables compare the number of cases between this reporting year and the last. These tables also provide information about the types of issues that the office handles. Details about the resolution of the case files are found in Table 3. The information described under the headings: Programs, Community Outreach, and Staff; explains the varied activities of the office. The concluding section, Future Directions, highlights important issues which require the attention of the University community or segments of our community. The responsibilities of the Student Advocacy office are undertaken by staff in a professional, dedicated fashion; our work with students is challenging yet ultimately rewarding.

**2001 Annual Report
of the office of
Student Advocacy
University of Manitoba
September 1, 1999 to August 31, 2000**

PREAMBLE

This report provides information to the Board of Governors and Senate about activities undertaken by Student Advocacy staff from September 1, 1999 to August 31, 2000. Portions of this report were submitted as monthly reports to Dr. D. R. Morphy, Vice-Provost, Student Affairs. As well, the 2000 Student Affairs' Annual Report includes interim information, available in September 2000, about the Student Advocacy office. The report herein is the complete report of the Student Advocacy office.

A primary role of Student Advocacy is to provide assistance to students who present complaints or concerns about the University. Student Advocacy staff endeavour to maintain fair treatment and procedural fairness in all stages of proceedings, from the initial stages of intake or consultation through to the 'hearing' stage. The Terms of Reference are included in Appendix A

The mission of the office of Student Advocacy is to ensure that students are treated fairly in their dealings with the University. The office of Student Advocacy is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University. While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.

The Student Advocacy approach has evolved using student development theory and administrative law within the higher education environment. We strive to further the student's learning experience and ensure procedural fairness. The staff at Student Advocacy attempt to provide the highest quality service to the students and University Staff members who contact the office. We maintain strict confidentiality about all matters, unless permission has been granted to disclose information.

A Student Advocate listens to students' concerns; provides information and possible options; and assists students in achieving a fair, effective resolution. However, we also regularly consult with faculty, staff, and administrators on student related matters. The collaborative relationship forged with academic and administrative units is a positive one which increases the willingness to identify and address problems at an earlier stage when possible.

This report is presented under four main headings which define the different aspects of this office: Services, Programs, Community Outreach, and Staff. A section entitled Future Directions provides recommendations on the most salient issues of our caseload.

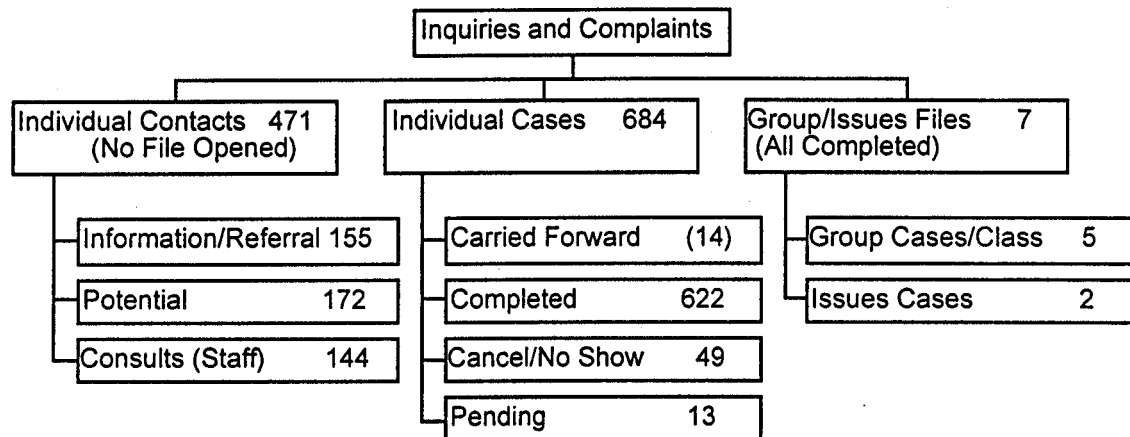
SERVICES

The majority of the daily activity in the office relates to the 'services' category. The four key areas of Student Advocacy services include managing the caseload, providing presentations and workshops, implementing projects, and serving on several Student Affairs/University committees. Each of these areas is discussed in turn below.

Caseload

Figure 1 indicates the frequency of contacts made with the office for the 1999-2000 session and portrays the different categories for contacts and cases used to describe the caseload each year.

Figure 1 Contacts and Caseload 1999-2000



The total number of inquiries and complaints Student Advocacy received for the reporting year is 1,162. This is an increase from last year's overall total of 1,047. The total number encompasses all of the (1) individual contacts, (2) individual cases, and (3) group/issue cases, and the increases are represented across each of these three groups.

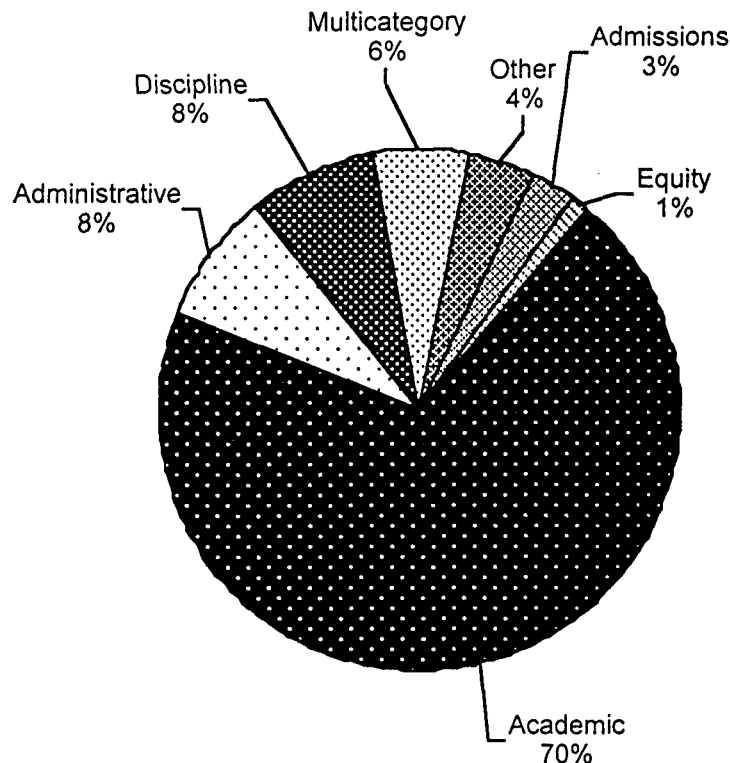
Individual contacts refer to individuals who approach our office and receive general information or advice without a case file being opened. We typically further define these contacts as either information/referral, potential cases, or consults with staff. There was an increase in the first two subcategories: 155 from 89 for info/referral and 172 from 151 for potential cases. However, there was a decrease in the number of consults with faculty: 144 from 173. This decrease might be the result of how the categorization of cases was done. For example, in some instances staff call for advice on behalf of a particular student which may result in a referral of the student to our office. Depending on the situation and the information discussed, this initial contact by staff may in fact be counted as a 'potential student case', and not a 'consult' with faculty.

Individual cases refer to single-student contacts that result in the creation of a file, which will remain active until the case is closed. For this reporting year there were 684 individual cases opened, an increase from last year's figure of 629. To assess the management of the caseload it is somewhat helpful to compare the number of individual cases completed against the number of cases opened. This year 622 of the 684 cases were resolved by the end of the reporting period. This is consistent with the same reporting period last year whereby 568 of the 629 cases were completed. The types and characteristics of cases are further discussed within the body of this report.

In total there were 7 group/issues files opened, 2 more than the last reporting year. Group cases are created for one of the following reasons: two or more students present at the same time with the same concern; a student represents a group of students (e.g. a class); or students attend at different times but with the same concern and they will be affected by the same resolution. Issue cases are opened when a presenting concern affects a larger group of students (e.g. program or department) or when the grievance pertains to a policy or practice currently in place.

The concerns presented to Student Advocacy are most often classified according to one of the five major categories: Academic, Administrative, Admissions, Discipline, and Equity. However, there are times when a single category does not define the nature of the case. Rather than relegating a case into one category, as was done in the past, we have added a new category this reporting year: the Multicategory. This category more accurately reflects many individual cases that, as a function of the issue, necessarily span more than one of the five categories mentioned above. Case files that have been opened but could not be easily classified are labeled as 'Other'. For example, when a file has been opened but the student does not follow through with their appointment the presenting issue can not be definitively determined. Figure 2 shows the breakdown of cases by category.

Figure 2 Categories of Concerns and Complaints



The percentage of cases falling solely within one category is consistent with previous years. The newly added Multicategory accounts for 6% of the cases opened for this reporting year. There was a 7% decrease in the Academic category compared to last year. However, in reviewing the cases placed in the Multicategory, almost all had some academic component, thus accounting for the slight decrease in purely Academic cases.

The following two tables provide a further breakdown of the caseload. Table 1 shows the number of cases for each of the seven categories while Table 2 provides the number of cases according to issue for the Academic category.

Tables 1, 2 and 3 summarize the characteristics of our caseload. The discrepancy of the total number between the three tables is due to the multi-issues aspect of our Academic category. The outcome total for individual cases in Table 3 is 771, which is 87 more than the actual individual case load total of 684 reported in Figure 1. The difference between the Academic category total of 483 (see Table 1) and the actual academic issues total of 570 (see Table 2) is also 87.

Table 1 Types of Concerns and Complaints

Concern/Complaint	# of cases 1999-2000	# of cases 1998-1999
Academic	483	486
Discipline	55	51
Academic Dishonesty		
Plagiarism	19	16
Inappropriate Collaboration	5	12
False Admissions Inform'n	2	
False Documents		2
Cheating	13	9
Academic Fraud	3	
Non-Academic		
Inappropriate Behaviour	4	1
Inappropriate Computer Use		
Residence Issues	9	11
Administrative	53	43
Academic Fees/Cancellation	29	19
Registration	5	7
Complaints re staff/service	8	9
Transcript Notation Removal	1	4
Parking/Hold	1	2
Library/Hold	1	1
Graduation/Convocation	3	
Other	5	1
Admissions	18	19
Equity Office	7	4
Multicategory	44	
Other	24	26
Total	684	629

Table 1 shows a slight increase in Discipline and Administrative cases this year. Plagiarism and cheating account for the majority of the Academic Dishonesty cases and dominate the Discipline category. In the Non-Academic subcategory there was a slight increase in cases presented to Student Advocacy that involved inappropriate student behaviour. There was an increase in Administrative cases specifically with respect to issues involving academic fees.

Table 2 **Types of Academic Concerns and Complaints**

Concern/Complaint	# of cases 1999-2000	# of cases 1998-1999
Authorized Withdrawal	157	150
Grade Appeal	132	140
General Information/Advising	32	
Professor/Student Complaint	29	41
Reinstatement	26	15
Deferred Exam	19	35
Voluntary Withdrawal (Retroactive)	15	10
Academic Suspension	14	8
Transfer of Credit	14	9
Time Extension (Incomplete/CO)	13	12
Program Change/ Waive Requirement	11	8
Requirement to Withdraw	10	12
Syllabus Changes	10	
Advisor/Student Conflict	9	
Ineligible to Proceed	9	
Graduation	4	
Theses/Comprehensives	4	3
Letter of Permission	4	2
Practicum Issues	3	5
Exam Schedule Changes	2	1
Fresh Start	2	3
Professional Unsuitability	1	2
Fellowship	1	
Leave of Absence	1	
Intellectual Property		3
Program Progress Report		
Other	48	76
Total	570	535

As mentioned in past reports, one issue does not necessarily represent one case file. This is well illustrated above in the breakdown of academic issues. Although there was a total of 483 academic cases, there were really 570 academic issues represented within the academic caseload. One example would be a student who initially presents with questions about a deferred exam but later returns with a second academic issue such as wanting to request authorized withdrawals upon medical grounds. The 'multiple issue' aspect of academic cases also results because of the multiple levels found in the resolution process. For example a student may submit a request to the associate dean and the decision maybe denied at this level. Should the student choose to formalize the request i.e. appeal, a new process is invoked with a new level of decision-making generating another outcome/resolution.

Table 3 provides a summary of the resolutions for the individual cases and the group/issues files. This table highlights the work at both the informal and formal levels.

Table 3 Outcome of Case Issues by December, 2000

Process/Outcome		'Issue' Caseload	
Completed outside of formal process		Subtotal	489
	Information /Advice		359
	Request/Mediation		49
	Referrals		9
	Appeal not pursued		23
	Cancellation		13
	No show		36
Completed within formal process		Subtotal	279
	Upheld		169
	Modified outcome		18
	Denied		79
	Other		
	Incomplete 12/2000		13
Other		Subtotal	3
	Student withdrew appeal		1
	Student retained a lawyer		2
	Advocate withdrew		
Individual cases		Total	771
Group & Issues Cases	Completed		7

The high number of cases resolved informally is in keeping with our philosophy of addressing concerns at the lowest possible level. Most students (n=359) received information or advice for their concern and no formal process was pursued. Forty-nine students had their issues addressed through mediation or request routes which further reduced the number of students engaging in formal appeal processes.

Attending meetings with or on behalf of students at the early stages of an issue permits the Student Advocate to ensure students are heard. This, in turn, increases informal resolutions and reduces the potential for appeals. During the reporting year, Student Advocates attended 61 meetings with or on behalf of students, which is an increase over last years' number of 50. For the same reporting time Student Advocates attended fewer formal hearings: 73 compared to 77 last year. Given the increase in the caseload over last year, the trend of conflict resolution outside the formal appeal hearing continued for 1999-2000.

Presentations and Workshops

Each year Student Advocacy dedicates much of its time and resources to provide presentations and workshops to the University community. This 'call' for service is particularly high during the months of September and October, the beginning of the new academic session. Throughout the year Student Advocacy assists with raising awareness of student issues to the university community through our tailored sessions. Appendix B lists the presentation and workshops carried out by Student Advocacy staff.

Committee Membership

Student Advocacy staff are active participants in various Student Affairs and University-wide committees. Appendix C highlights each staff member's involvement during the 1999-2000 year.

PROGRAMS and PROJECTS

Peer Advisors Program

Student Advocacy directs Peer Advisors on behalf of Student Affairs and UMSU, the joint funding partners of the program. Nancy Callaghan chairs the Steering Committee, the body that regulates and oversees the functioning of the program. Peer Advisors at the Fort Garry campus had a very successful year under the expert supervision of Dale Smith, the Office Coordinator and Lisa Seymour, the Trainer. In total we had 34 Peers who participated in 13 placements throughout Student Affairs and UMSU. Peer Advisors' assisted 1316 students in their office for the 1999-2000 year, further affirming its value as an outstanding student service. The Peers at the Bannatyne campus again worked under the supervision of Dr. Gene Degen and participated in several outreach projects focussed upon the students' interests at that campus.

Peer Advocates

Robynne Kazina and Carrie Lyon, our two placements from the Peer Advisors Program, proved to be excellent additions to our network of Peer Advocates. Both Robynne and Carrie trained and worked together with Gurinder Bains, a second year Law student on a Work-Study grant and Heather Farrell, a returning Peer Advocate. Brandy Usick coordinated the training program and excellent work experience opportunity for these students.

Special Projects

Our third installation of 'Academic Integrity Week' - *Integrity III* took place October 26 to 28, 1999. The annual event, which spotlights integrity issues that are of the utmost importance in a University setting, this year included information booths, workshops, discussion forums, and films with integrity themes. Dr. D. Jenkinson, the Chair for the University Discipline Committee co-presented a workshop for university staff and administrators called, 'Conducting Fair Hearings' which provided valuable information for how to manage and ensure fair process at student hearings at different levels.

COMMUNITY OUTREACH

Lynn Smith fulfilled duties as a member of the conference program committee and a working group on association matters related to the Canadian Student Discipline Conference.

Lynn Smith, director CACUSS Board attended meetings and participated in a complex review of the reorganization plan. As of June 2000, Dr. Smith is the CACUSS Board Director responsible for the Professional Development / Education portfolio.

Lynn Smith was appointed Circuit Representative for Canada, Association for Student Judicial Affairs.

Lynn Smith was Officials Chair for Artistic Gymnastics, Pan Am Games.

Lynn Smith participated in the Control Test Worlds 1999 Team and GCG meetings for gymnastics in Montreal.

Lynn Smith officiated at Elite Canada, selection for high performance gymnasts.

Brandy Usick acted as Treasurer of the Graduate Students' Association.

Nancy Callaghan was appointed to the SASA Executive (Student Affairs and Services Association, CACUSS division) as the representative for the Central region, which includes Manitoba, Saskatchewan, Alberta, and North West Territories.

STAFF

Heather Farrell, a former Peer Advocate, joined our staff on a full-time basis as a summer employee and continued to work as a Student Advocate throughout the year on a part-time basis. We are very pleased to note that our three highly skilled Student Advocates have all matriculated from the training program which begins with the Peer Advisors program.

Gurinder Bains joined Student Advocacy under the Work-Study Program, and engaged in training as a Peer Advocate.

Research

Lynn Smith was an invited panelist for the plenary session entitled 'The Age of Incivility' at the second annual Canadian Student Discipline Conference, Toronto, 1999. A complete list of conference presentations by Student Advocacy staff is presented in the appendices.

Brandy Usick is part of a pilot project examining the issue of plagiarism at both the School of Nursing at UBC and the IH Asper School of Business at the U of M.

Awards

This year's CISAS Bursary was awarded to Nancy Callaghan. This bursary took the form of registration costs for CISAS (Canadian Institute on Student Affairs and Services).

A CACUSS Award of Honor was presented to Lynn Smith at the CACUSS Annual General Meeting in June.

Professional Development

In addition to participating in our Student Affairs' professional development sessions and other UM opportunities, staff members demonstrated their on-going commitment to education and student services:

- Nancy Callaghan, Brandy Usick, and Lynn Smith attended the second annual Canadian Conference on Student Discipline, November 4 - 6, 1999, Toronto, ON.
- Nancy Callaghan and Brandy Usick attended the KLINIC-sponsored session on Sexual Assault and Sexual Trauma.
- Nancy Callaghan attended the Canadian Institute for Student Affairs and Services (CISAS), a CHERD program, held at Dunsmuir Lodge in April 2000.
- Lynn Smith participated in the ASJA Conference in February 2000.
- Brandy Usick and Lynn Smith attended the CACUSS Conference in June 2000 at York University.

FUTURE DIRECTIONS

Each year Student Advocacy tries to highlight areas that may require attention and/or the delineation of resources to manage potential problems. We do so with the hope that a proactive approach to avoid problems can be taken, or once an issue has surfaced, effective and amicable resolutions can be found in the process of working through them.

This year there has been attention placed upon matters of civility and the perceived erosion of respectful interactions between people: students, staff, and faculty. Workshops and presentations have been offered at the U of M and various national conferences to educate the University community in ways to avoid incidents involving uncivil behaviour. Student Advocacy believes greater emphasis will be placed on this issue as more time and resources are being dedicated to manage and contain inappropriate behaviour exhibited by students and University personnel.

There is a growing 'consumerism' trend in the university setting and students are demanding greater accountability for their 'tuition fee' dollars. We have seen this manifested most keenly in the complaints we have heard from students about poor teaching and/or educational experiences within the classroom. Unfortunately there is not an effective or consistent avenue for students to raise their issues and to feel heard. The student evaluations (SEEQ), which are completed near the end of classes, provide students the opportunity to assess good and poor teaching. However this evaluative process remains a mystery to most students; many are unsure what happens with the evaluations once they are completed and the consequences (positive or negative) for the instructor are not transparent. It would be a step in the right direction to demystify this process for students. It is also important for students to recognize their responsibility in providing an accurate and fair evaluation of their instructors teaching.

Related to the issue of student consumerism is the noticeable trend in the increasing number of fee appeals. Students are seeking clarification about refund policies and ways to appeal tuition fees if they believe they have received an inferior service. Some of these issues concern the discrepancy between the written description of courses or programs and what is actually offered. However, the factor having the strongest impact on the increase of fee appeals is requests for a refund when a student has withdrawn from their courses or program due to medical or compassionate grounds at any point during the affected session. The high cost of tuition, and the possible ramifications for students who are on student loans, has students exploring options to recover some or all of the tuition paid to the University.

Graduate student issues are becoming increasingly complex as the demands placed on students, advisors and administrators taxes each in different ways. Of concern remains the difference of power between advisors/University processes and graduate students, whereby, graduate students feel powerless to address grievances when they feel mistreated or exploited in some way. In some cases the real and perceived risks to graduate students and faculty who complain create a vulnerable situation for those involved. Student Advocacy believes greater protections need to be built into the 'whistleblowing' process to ensure that resolutions can be pursued in a constructive environment.

Another future trend of importance to Graduate Students pertains to generating a set of guidelines for how to advise graduate students. There are great discrepancies between advisors, partially due to a lack of education about the role and responsibilities for both the student and advisor; thus expectations on both sides can become unreasonable. Guidelines and protocols should be established as a minimum standard for advising a student which can be built upon on an individual basis.

At the time of writing this report, the Faculty of Graduate Studies, UTS and Student Advocacy coordinated efforts and resources to provide two workshops for advisors and graduate students on the topic of graduate education. Although this information fits within the next reporting year, we wish to acknowledge the progress that has been made in this regard.

As fiscal restraints curb the scale and frequency of presentations and workshops and education initiatives, Student Advocacy staff are increasingly making arrangements to partner with other offices and departments. By doing so we are able to share costs and maximize resources without compromising the quality of any initiative we undertake. An additional benefit derived from partnering with other University offices is that we can present a multidimensional approach, which may not otherwise be present if we solely present from an advocacy model. We expect to continue to work with UTS, U1, Equity Services, Graduate Studies, and other institutions as we present at national conferences.

As enrolment in non-traditional courses increase, ways to assess the effectiveness and academic merit of distance education will be in demand. Since exposure to the University culture, including policies, procedures and resources will be minimized as students have less in-person interaction, administrators, professors and graders/TA's will need to be well versed in University policies and resources so they can correctly respond to students' queries or refer them appropriately.

Allowing for reasonable accommodations without diminishing academic integrity can be a challenge. However as students with various needs and disabilities increase in numbers on our campus, finding a way to meet the growing needs of a diverse campus population is of utmost importance. Funding issues for students who may take longer to complete their program should be given consideration. Students with psychological and emotional problems who may not have an outward sign of disability are entitled to accommodations along with those with physical and learning disabilities and need access to supports and resources to assist them through their academic program as well.

Appendix A

Office of Student Advocacy

Terms of Reference

The Office of Student Advocacy (the "Office") shall:

1. be under the general charge of a Director who shall report to the Board of Governors and Senate at least annually on the activities of the Office and to the Vice-Provost (Student Affairs) for routine financial, logistic and administrative matters;
2. serve as a general information unit for students, or those who have applied to become students, and will provide them with information on their rights, responsibilities, and the procedures to follow to resolve problems or concerns resulting from actions or decisions taken by the University that may be unfair, unjust, discriminatory or create undue hardship; and,
 - 2.1 in carrying out its information function, shall establish and be responsible for a Special Student Services Referral Centre which will receive student complaints and refer complainants, as appropriate, to other University officers or staff, including, without limitation, the Director, Office of Student Advocacy; the Sexual Harassment Officer; the Human Rights Officer; Mediation Services; faculty members and academic or support service administrators;
3. investigate or facilitate the investigation of any complaint or grievance brought by a student or former student against the University or against anyone in the University exercising authority;
4. review policies, procedures, regulations, rules and criteria and recommend any changes thereto that are necessary or desirable to ensure prompt decision making, appropriate procedures and protection of the rights of students;
5. subject to clause 5.2 hereof, provide assistance or representation to students who are appealing an academic or disciplinary action and are appearing before a residence, faculty, Senate or University committee; and,
 - 5.1 in discharging its representational function, be responsible for the recruitment, selection, training and assigning of "advocates" recruited from the student body or from the members of the academic or support staff to assist and work with students who are appealing an action;
 - 5.2 withhold or withdraw representation if, in the opinion of the Director of the Office, the case has no merit; the student is not co-operative; the student has retained legal counsel; and/or the circumstances indicate that such involvement would be counterproductive.
6. have access to such information as is appropriate having regard to the representational functions of the Office, while at all times respecting confidentiality and only releasing confidential information after written permission is given by the affected parties for such release;
7. keep suitable records of complaints, findings and recommendations as may be necessary and such records shall be accessible only to members of the Office;

1 November 1994

Appendix B

Presentations and Workshops

September 1999

- | | |
|---------------------------------|---|
| • New Faculty Orientation | 'Managing the Student/Professor Relationship' |
| • Access/SPSP | Student Advocacy |
| • Graduate Students Association | Student Advocacy |
| • Bannatyne Campus Orientation | |
| • U1 Orientation (Day 1) | Greeting new Students |
| • U1 Orientation (Day 2) | Rights & Responsibilities |
| • Phys. Ed. & Rec. Studies | Rights & Responsibilities |
| • T.A. Workshop/Science | T.A./Student Relationship: University Policies & Practices to Guide You |
| • T.A. Workshop/General | Before You Begin: University Policies & Practices to Guide You |
| • T.A. Workshop/Engineering | Before You Begin: University Policies & Practices to Guide You |
| • 99.111 Presentation | Student Rights & Responsibilities and Resources for Students |

October 1999

- | | |
|--------------------------------|----------------------------------|
| • UTS/Workshop | 10 Things Students Ought to Know |
| • Integrity 3 Bannatyne Campus | Graduate Student Forum |
| • Integrity 3 | Conducting Fair Hearings |

November 1999

- | | |
|---------------------------|---|
| • 99.111 Presentation | Academic Honesty |
| • Medical Physics | Plagiarism & Authorship, Research Ethics |
| • Academic Administrators | Dealing Fairly with Students (with Dr. D. Morphy) |
| • Bannatyne Campus | |

January 2000

- | | |
|-------------------------------------|---|
| • International Centre for Students | Rights & Responsibilities, Academic Honesty |
| • Survive & Thrive at the U of M | |

May 2000

- | | |
|-------------------|----------------------|
| • Parents Program | Services & Resources |
|-------------------|----------------------|

June 2000

- | | |
|-----------------------------|---|
| • Aboriginal Student Centre | Rules & Regulations |
| • Counsellor Orientation | |
| • UTS/Faculty Workshop | Assisting & Advising Students: The Role of Academic Staff |
| • UTS/Faculty Workshop | Incivility & Disruptive Behaviour in the Classroom |

August 2000

- | | |
|-----------------------------------|--|
| • 1st year Dentistry Orient'n | Student Advocacy |
| • Medical Rehab. Welcome Luncheon | Student Advocacy |
| • Native Studies Orientation | Rules & Regulations |
| • New Faculty Orientation | Managing the Student/Professor Relationship (with R. Howard) |
| • ACCESS Orientation | Student Resources & Services |

Appendix C

Committee Membership

Lynn M. Smith

- University Day 2 Orientation planning
- Senate
- Administrative Council
- United Way 1999
- University Discipline Committee Annual Report, Ad hoc Committee on Format
- Student Affairs Marketing Committee
- Student Affairs Computer Needs Committee
- Student Relations Committee
- Faculty of Graduate Studies Guidelines and Policy committee
- PC Policy Panel Meeting
- Student Affairs Directorate
- Inappropriate/Disruptive Student Behaviour Case Conference
- Selection Committee for Diversity Education Coordinator
- Leaders of Tomorrow Selection Committee
- UMSU Bursary & Scholarship Dinner
- Student Affairs Student Guide

Nancy Callaghan

- Peer Advisors Steering Committee
- Peer Advisors Selection Committee
- Peer Advisors Placement Coordinators' Committee
- Senate (observer)
- December 6th Memoriam Planning Committee
- Information Days Planning Committee

Brandy Usick

- Peer Advisors Steering Committee
- Peer Advisors Placement Coordinators' Committee
- Graduate Students' Association (GSA) Executive Committee
- GSA Grants Committee
- GSA Excellence in Graduate Teaching Award Selection Committee
- Senate (observer)

Joyce Shanski

- International Student Recruitment
- Student Relations Committee
- Campus Beautification

Interim Report of the Senate Planning and Priorities Committee on the Proposed Engineering and Information Technology Centre Building Site(s)

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee are listed in Section 8.32 of the online *Senate Handbook*. SPPC is responsible for making recommendations to the Senate with respect to physical plant development.
2. Three program/site design options were reviewed that would allow the Department of Computer Science to join together with the Faculty of Engineering in a new/renovated building complex. The goal is to provide new building space for Computer Science and for Engineering, together with extensive renovations to the Engineering Building Complex. Current trends support the agenda of interdisciplinary teaching and research between these disciplines and proximity to one another is considered to be mutually beneficial. This collaboration is predicated on three very important issues, namely:
 - a) a joint building program that addresses the needs and aspirations of Computer Science and Engineering;
 - b) a site design that accommodates such a joint building program, within a well-defined physical context;
 - c) a building 'decanting'/temporary space acquisition strategy that will limit adverse impacts, during the construction period, on the University in general and those associated with the Engineering Building Complex in particular.

A presentation was made by Mr. John Petersmeyer of GBR Architects to address each of these issues. Further clarification was offered by various individuals and a question period/discussion followed. SPPC members appreciate the inherent complexity of the task at hand for all concerned and offered the following observations.

Observations:

1. The new building program for Computer Science @ 98,360 sq.ft and Engineering (including extensive renovations) @ 453,300 sq.ft. is large. Questions regarding individual and shared space requirements were raised. It was explained that all concerned parties were going through a programming exercise "with sharpened pencils" and that more accurate program numbers would be available very soon. SPPC supports the exercise.
2. The site design strategies, with numerous options, were difficult to assess because accurate space requirements were not available. The volumetric studies and the contextual analysis (physical context) were useful to estimate the impacts of adding 275,000 sq.ft. to the Engineering site. To achieve this, the favoured approach was to demolish the 1949 building addition (adjacent to the

SPPC

Proposed Engineering and Information Technology Centre Building Site(s)

June 12, 2001

Page 2

University Centre plaza) and to replace it with an efficient, larger, universally accessible and architecturally significant building.

3. Alternatively, or additionally (depending on a range of program requirements and design criteria) the Services Building and the High Voltage Lab (along Dafoe) could be demolished to accommodate an efficient, larger, accessible and architecturally significant building. It was argued by members of SPPC that new building construction should not encroach on any of the campus open spaces, roads or pedestrian ways and that the building massing, articulation, etc., must be in scale with the majority of campus buildings as well as be sensitive to the goals of the University Campus Plan. SPPC endorsed both sites as potentially viable and encouraged the consultants to advance related planning, urban design and architectural issues.
4. The building decanting strategy was difficult to assess because it was still not known who would be going where and when. A general overview suggested that additional space would be made available and that the University community would help. SPPC asked to be kept informed.

In principle, the SPPC supports the EITC project and sees this as a very positive initiative for Computer Science and Engineering and the University community. In the weeks ahead the issues noted above will be given closer scrutiny by all concerned. SPPC will, therefore, ask to review this project when these issues have been addressed substantively.

Respectfully submitted,

Professor N. Halden, Chair, SPPC

Professor Eduard Epp, Chair, SPPC Space Planning Sub-Committee

/ls

April 19, 2001

Annual Report of the Senate Committee on Academic Computing

Preamble

1. The terms of reference for the Senate Committee on Academic Computing are found in Section 8.9 of the *Senate Handbook* (revised 2000).
2. The Committee is charged with providing advice and recommendations to Senate on: a) the University's general policies relating to the development and use of computing and networking in instruction and research; b) prioritizing support for the development and delivery of computing and network services; and c) computer services policies and their effect on faculty and students.

Observations

1. Members of the Committee for 2000-2001 were: Dr G Glavin (Associate Vice-President Research), Mr G Miller (Executive Director of Information Services & Technology), Ms C Presser (Director of Libraries Administration), Dean D Fuchs (Social Work), Dean D Collins (Pharmacy), Professor M Doob (Science), Professor J Welsh (Education), Professor C Donatelli (Arts), Ms K Clay (Libraries), Professor M Brabston (Management), Professor E Scott (Dentistry), Professor R Bochonko (University Teaching Services), Mr T Vaseeharan (graduate student), and Dr R Lobdell as Chair.
2. One of the items discussed at the last Committee meeting was a proposal for a Teaching and Learning with Technology Centre (TLTC). The purpose of the Centre will be to assist faculty members who are interested in using technology in teaching in the planning and development of courses.
3. The Committee submitted a report to Senate on the cost of replacing faculty workstations. Access to computing and networking facilities is a crucial tool for academic teaching and research. Because funding is often inadequate for updating desktop equipment, and as equipment grows obsolete, the ability of staff and students to make proper use of current information technology is seriously compromised. The report recommended that a full audit of desktop equipment be conducted by Faculties, Schools and administrative units.

Respectfully submitted,

Dr R Lobdell, Chair
Senate Committee on Academic Computing.

/sgp

June 7, 2001

Annual Report of the Senate Committee on Academic Dress for 2000 - 2001

Preamble

The Terms of Reference for the Senate Committee on Academic Dress are found in the *Senate Handbook* (revised, 1993), page 10.4.

Observations

1. The Senate Committee on Academic Dress met once in the past year to consider recommendations from the Faculty of Graduate Studies for the colours to be used on hood linings for the following degrees:

The Master of Mathematical, Computational and Statistical Sciences
The Master of Dentistry

2. The Committee reviewed its terms of reference and has no revisions to recommend.
3. The Committee, with the assistance of the Office of the President, is currently undergoing a project that will see a pictorial inventory of all academic dress at The University of Manitoba.

Respectfully submitted,

D. Amundson, Chair
Senate Committee on Academic Dress

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Annual Report of the Senate Committee on Academic Review

Preamble

The Terms of Reference for the Senate Committee on Academic Review were revised in the 2000-2001 year; the revised terms of reference are found in Section 8.13 of the online *Senate Handbook*.

Observations

The Committee met once on March 16, 2001 at which time members approved a proposal developed by the Faculty of Graduate Studies for the review of graduate programs. This proposal was a response to recommendations made by the University of Manitoba Task Force on Strategic Planning in its final report, *Building on Strengths*. This report was subsequently approved by Senate.

Respectfully submitted,

Richard Lobdell, Chair
Senate Committee on Academic Review

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ANNUAL REPORT OF THE
SENATE COMMITTEE ON ADMISSIONS
FOR THE YEAR FROM MAY 1, 2000 TO APRIL 30, 2001

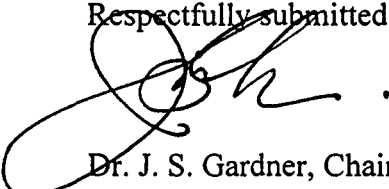
The terms of reference for the Senate Committee on Admissions are found on pages 10.5, 10.6, and 10.7 of the Senate Handbook (1990).

Subsequent to the 2000 Annual Report the committee met on May 9, 2000 and December 12, 2000. The following matters were addressed by the Committee:

1. Faculty of Dentistry – Admission requirements were reviewed and approved. It was proposed that the current Social Science requirement be expanded to allow for courses in the Humanities and Interdisciplinary courses. It was also proposed that English remain a required course but be removed from the calculation of the core grade point average.
2. Physical Education – Admission requirements were reviewed and approved. It was proposed that applicants to the Athletic Therapy program (BESS degree) be required to have certification in basic first aid and CPR. It was also proposed that a written scenario designed to evaluate problem solving ability and judgement be included in the selection process.

In the upcoming year, the Committee has agreed to review a grade equivalency for International Baccalaureate and Advanced Placement programs. Also, the Committee will review the current University of Manitoba calendar entry governing transfer students from community colleges.

Respectfully submitted,



Dr. J. S. Gardner, Chair,
Senate Committee on Admissions

2000.03.27

SENATE COMMITTEE ON ADMISSIONS
COMMITTEE LISTING
FOR THE YEAR FROM MAY 1, 2000 TO APRIL 30, 2001

Dr. James Gardner	Chair
Dr. David Morphy	Vice-Chair
Mr. Peter Dueck	Enrolment Services, Director
Dr. John Perry	Faculty of Dentistry
Dr. James Dean	Faculty of Arts
Dr. Gordon Robinson	Faculty of Science
Dr. Dennis Hrycaiko	Faculty of Physical Education & Recreational Studies
Dr. Romulo Magsino	Faculty of Education
Professor Parshotam Dass	Faculty of Management
Professor Andrew Osborne	Faculty of Arts
Professor Loretta Secco	Faculty of Nursing
Professor George Tabisz	Faculty of Science
Professor John Long	Faculty of Education
Ms. Karen Inskip	Faculty of Education, Student Representative
Mr. Scott MacLeod	University 1, Student Representative
Mr. Jason Kuffner	Faculty of Management, Student Representative
Ms. Jane Lastra	Enrolment Services, Recording Secretary

ANNUAL REPORT OF THE SENATE COMMITTEE ON ANIMAL CARE
for the period May 2000 to April 2001

The Senate Committee on Animal Care (SCAC) consists of:

Gary Glavin, Associate Vice-President (Research) and Chair
Ed Kroeger (for B. Hennen), Faculty of Medicine
Hugh Williams (for J. Jamieson), Faculty of Science
Joseph Pear (for R. O'Kell), Faculty of Arts
Harold Bjarnason, Faculty of Agricultural and Food Sciences
Pawan Singal, (for F. de Toro), Faculty of Graduate Studies
Istvan Berczi, Department of Immunology
Jim House, Department of Animal Science
Annette Gupton, Faculty of Nursing
Carla Taylor, Department of Foods and Nutrition
Dorothea Blandford, Office of Research Services
Laurie Connor, Department of Animal Science
Kathie McCutcheon, University Veterinarian
Nora Lewis, Associate University Veterinarian
Randy Aitken, St. Boniface General Hospital Research Centre Veterinarian
Fred Laberge, Graduate Student Representative
Kevin Toyne, Undergraduate Student Representative
Brent Thomas, Community Representative

During the 2000-01 year, the SCAC has:

1. Conducted the fall meeting of the committee on November 21, 2000. Verbal reports from the Chairs of the Protocol Management and Review Committees (PMRCs), the Education Sub-Committee (ESC) and the Infrastructure Planning Committee (IPC) were heard. In addition to verbal reports, the meeting focussed on:
 - i the status of the University Course on the Care and Use of Animals. It was reported that the 2000/2001 budget was approved which included the necessary funding to hire a lab animal training co-ordinator. A lab animal training co-ordinator was hired to assist in the implementation of the university course. It is expected that the university course will be fully implemented by January 2003 as mandated by the Canadian Council on Animal Care (CCAC).
 - ii the review of the activities of the IPC. It was reported that the IPC met in June to review unit submissions which identified and prioritized facility upgrade requirements. It was reported that Mrs. D. McCallum was able to provide \$300,000 making it possible to fund all of the first priority and some of the second priority requests.
 - iii the short form renewal process. A motion was passed allowing the process of submitting a new protocol after three consecutive renewals.
 - iv technical staff representation on the PMRCs. It was reported that CCAC's revised Terms of Reference for Animal Care Committees states that technical staff should have representation on the PMRCs. It was agreed that technical staff representation will be sought and that it will be a rotating 2 year term.

Annual Report of the Senate Committee on Animal Care
Page 2

- v discussion regarding off-site housing of animals at facilities which are not CCAC accredited. G. Glavin asked that the veterinarians and the chairs of the PMRCs to review this issue and draft a policy for consideration by this committee.
2. Conducted the spring meeting of the committee on March 20, 2001. This meeting focussed on the receipt and review of reports on the activities of the PMRCs (Fort Garry and Bannatyne Campus), the ESC, the IPC, and the activities of the Local Animal Users Committees (LAUCs). The SCAC accepted the recommendations presented for new and renewed committee membership. Other business included:
- i technical staff representation. It was reported that there is now appropriate technical staff representation on both PMRCs.
 - ii off-site housing of animals. It was agreed that ordinarily off-site housing of research animals is not allowed by the PMRCs due to the difficulty of monitoring husbandry practices and research protocol adherence. However, it is understood that certain research must be done at off-site facilities. These instances will be considered on a case-by-case basis by the appropriate PMRC if the researcher meets specific criteria which includes appropriate justification; that the off-site facility meets CCAC requirements; that animal handling is done by trained staff; and that the researcher has been to the facility and can confirm adherence to CCAC guidelines.
 - iii representation of the St. Boniface General Hospital Research Centre (SBGHRC) on the SCAC. A motion was made and accepted that the veterinarian of the SBGHRC be made a full member of the SCAC.
 - iv CCAC Site Visit. The 2001 CCAC site visit will take place April 3-5, 2001.
 - v community representation. It was recommended that the University recognize the need for additional community representation on the sub committees of the SCAC and focus some effort towards recruitment.
 - vi confidentiality/non-disclosure agreements. Due to the increased collaboration of researchers with industry, it was recommended that the university consider developing a template agreement to be used in situations where proprietary information is necessary to be disclosed within the protocol.
 - vii review of scientific merit and validity. Due to the increased funding of large programs of research by external granting agencies, it is not clear if specific projects have been scientifically reviewed. Additionally, projects funded by venture capitalists may also not undergo as rigorous scientific review. It was recommended that the University seek clarification from the CCAC regarding both of these elements in order to provide guidelines to the PMRCs to ensure appropriate review.

Respectfully submitted,



104 Dr. Gary B. Glavin, Associate Vice-President (Research)
and Chair, Senate Committee on Animal Care

Preamble

The terms of reference for the Senate Committee on Appeals are found on page 10.16 of the *Senate Handbook* (Rev. 1992).

Observations

Section 10.3.1 of the *Handbook* outlines the requirement that all standing committees of Senate prepare an annual report to be presented normally at the May meeting of Senate. The Senate Committee on Appeals is one which reports to Senate on an ongoing basis as appeals are heard. These reports, which are contained in the Senate minutes are summarized below:

During the period from April 1, 2000 to March 31, 2001 the Committee received 11 appeals.

FACULTY	DECISION
Arts	upheld
Arts	denied
Continuing Education	appeal not pursued
Dentistry (2)	denied
Engineering (2)	withdrawn
Engineering	upheld
Engineering	denied
Graduate Studies	committee did not hear appeal; grounds for appeal not within Committee's terms of reference
Social Work	withdrawn

Respectfully submitted,

Professor J.A. Hoskins, Chair
Senate Committee on Appeals

June 7, 2001

Annual Report of the Senate Committee on Approved Teaching Centres

Preamble

The Terms of Reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on pages 10.10 and 10.11 of the *Senate Handbook* (Revised 1993).

Observations

1. The current Approved Teaching Centres are:

Canadian Mennonite Bible College
Prairie Theatre Exchange
William and Catherine Booth College

2. In 2000-2001 the SCATC conducted its regular spring business of reviewing cross-registered courses to be offered by the Approved Teaching Centres (ATC's), together with the proposed instructors, and recommending same to Senate at its meeting in July.
3. The Canadian Mennonite Bible College (CMBC) has joined with Concord College and Menno Simons College to form the Mennonite College Federation which, in turn, has established the Canadian Mennonite University. As part of their annual submission, the CMBC requested that students having begun their academic career under the ATC arrangement be "grandfathered." The Senate concurred with the SCATC's recommendation that this request be approved.
4. The undersigned was elected Chair of the Committee for the 2000-2001 year.

Respectfully submitted,

R. Kueneman, Chair
Senate Committee on Approved Teaching Centres

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66

Enrolment Services

Financial Aid & Awards
422 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9531
Fax (204) 474-7554

April 12, 2001

ANNUAL REPORT OF THE SENATE COMMITTEE ON AWARDS

1. The Committee met nine times between May 1, 2000 and April 30, 2001 (same number of meetings as in the same time period last year).
2. The terms of reference for the Senate Committee on Awards are found in the Senate Handbook on pages 10.10-10.11.
3. The Committee members are:
 - Professor R. Baydack, Natural Resources Institute (Chair)
 - Professor P. Fortier, Faculty of Arts
 - Professor D. Punter, Faculty of Science
 - Professor D. Strong, Faculty of Engineering
 - Dean F. de Toro, Dean, Faculty of Graduate Studies (or his designate)
 - Dean R. Bird, Faculty of Human Ecology
 - Professor W. Diehl-Jones, Faculty of Nursing
 - Mr. Donald Taruc, Student, Faculty of Management
 - Mr. Kristoffer Aslack, Student, Faculty of Management
 - Mr. P. Dueck, Director, Enrolment Services
 - Ms. C. Richardson, Awards Selection Coordinator, Enrolment Services
 - Mrs. E. Morphy, Awards Establishment Coordinator, Enrolment Services / Private Funding, Recording Secretary

OBSERVATIONS

1. 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)
2. The Committee reported to Senate on the following:
 - (a) the approval of 91 new awards (compared to 96 new awards last year);
 - (b) the approval of amendments to 124 existing awards (compared to 135 amendments to existing awards last year);

- (c) the withdrawal of 13 awards previously approved by Senate (same number as last year).
3. There were no requests (compared to three last year) for exemptions to the University policy on Non-Acceptance of Discriminatory Bursaries and Scholarships. The Committee continues to monitor requests for special consideration of acceptance of awards in this category.

Respectfully submitted,

Ewa Morphy for

R. Baydack, Chair
Senate Committee on Awards

March 19, 2001

Annual Report of the Senate Committee on the Calendar

Preamble

1. The terms of reference for the Senate Committee on the *Calendar* are found in Section 8.20 of the *Senate Handbook* (revised 2000).
2. The Committee is charged with preparing the University Calendars and providing advice on matters referred to it concerning the University Calendars.

Observations

1. Members of the Committee for 2000-2001 were: Professor J Svenne (Science), Ms N Michaud-Oystrik (Libraries), Mr E Unrau (*Calendar* editor), Ms K Inskip (student), Mr R Levin (Director of Student Records), Professor A Secco (Graduate Studies), Professor A Braid (Law), and Ms B Sawicki (University Secretary) as the Chair.
2. At the Committee meeting on September 25, 2000, there was some discussion on whether the paper or the electronic version of the *Calendar* is the authoritative document. At some point during the year, the rules and regulations are "frozen", at which time a paper document is produced. The electronic version, on the other hand, can be updated immediately. Legal advice is being sought on this issue.
3. A review and reorganization of the contents of two chapters, *General Academic Regulations and Policies*, and *Policies of the University*, is underway.
4. The review component of this undertaking is to ensure that the text of the regulations is accurate, up-to-date, and that no regulations or policies have been left out. The reorganization component is to group the sections so that related materials are in the same area and follow a progressive sequence.
5. Attempts continue to limit the amount of repetition within the *Calendar*. The *Calendar* editor will work with faculty and school chapter writers in this area.
6. As a rule, policy documents in the chapter *Policies of the University* will be reduced to summaries, with a clear statement of where complete texts may be obtained.

Respectfully submitted,

Ms B M M Sawicki, Chair
Senate Committee on the *Calendar*.

/sgp

March 6, 2001

Annual Report of the Senate Committee on Curriculum and Course Changes

Preamble

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".

Observations

1. Members of the Committee for 2000-2001 were: Professor G Robinson (Science), Professor J Scanlan (Nursing), Professor D Smyth (Medicine), Professor J Cooper (Medical Rehabilitation), Professor E Linden (Arts), Professor J Bond (Human Ecology), Dr R Lobdell (Vice-Provost (Programs)), Ms J Horner (Library), Ms J Daman (student), Mr S MacLeod (student) and Professor B Dronzek (Agricultural and Food Sciences) as Chair.
2. During the period June 1, 2000 to May 31, 2001, the Committee reported to Senate on:

June 28, 2000	<ul style="list-style-type: none"> - an Interior Environment Option within the Bachelor of Environmental Design in the Faculty of Architecture - a consolidation of the electives in the Child Studies Concentration in the Faculty of Human Ecology - modifications to the Certificate in Applied Management: Organizational Effectiveness, the Certificate in Applied Management: Retail Management, and the Certificate in Apparel Design I and II in the Continuing Education Division - modifications to the course change form
December 6, 2000	<ul style="list-style-type: none"> - a Four Year Major in Biology in the Faculty of Science - a Minor in Catholic Studies in the Faculty of Arts - a Baccalaureate Degree in Midwifery in the Faculty of Nursing - a Manufacturing Engineering program in the Faculty of Engineering - course changes for units where the net increase was more than nine credit hours: Slavic Studies, History and Religion - course changes from departments totalling less than nine credit hours in Agricultural and Food Sciences, Architecture, Art, Arts, Dentistry, Education, Engineering, Law, Management, Nursing, Pharmacy, Physical Education and Recreation Studies, Science, University 1, Centre for Higher Education Research and Development, and the Continuing Education Division

- | | | |
|-----------------|---|---|
| January 3, 2001 | - | course changes in the Department of Curriculum, Teaching and Learning in the Faculty of Education |
| March 7, 2001 | - | a B.A. (Advanced) in Music in the Faculty of Arts |
| | - | course changes from departments totalling less than nine credit hours in Dentistry, Engineering, Human Ecology and University 1 |
| | - | modifications to the Certificate in Manitoba Municipal Administration in the Continuing Education Division |
| May 9, 2001 | - | course changes from departments totalling less than nine credit hours in Dentistry, Human Ecology, Law, Management, Pharmacy, Science and Social Work |
| | - | modification to the Certificate in University Management in the Centre for Higher Education Research and Development |

Supporting documentation for these reports is available for inspection in the Office of the University Secretary (312 Administration Building) upon request.

Respectfully submitted,

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

Terms of Reference: *Senate Handbook* (revised 2000), Section 8.21.

/sgp

ANNUAL REPORT OF THE SENATE COMMITTEE ON THE ETHICS OF RESEARCH INVOLVING HUMAN SUBJECTS (SCERIHS)
for the period May 2000 to April 2001

The **Senate Committee on the Ethics of Research Involving Human Subjects (SCERIHS)** consists of:

Gary Glavin, Associate Vice-President (Research), (*ex-officio*), Chair
Michael Thomas, Faculty of Arts
Shirley Gelskey, Faculty of Dentistry
Peter Nickerson, Faculty of Medicine
John Brewster, Faculty of Science
Barbara Naimark, Faculty of Nursing
Stan Straw, Faculty of Education
Donna Goodridge, Riverview Health Centre
John Irvine, Faculty of Law
Kevin Toyne (undergraduate student)
Paul Zita (graduate student)

and, **Research Ethics Boards (REBs) Chairs** (*ex-officio*), appointed by SCERIHS:

Nick Anthonisen (Faculty of Medicine), Chair of Biomedical Research Ethics Board (BREB)
Alan Katz (Faculty of Medicine), Chair of Health Research Ethics Board (HREB)
Lorna Guse (Faculty of Nursing), Chair of Education/Nursing Research Ethics Board (ENREB)
Karen Grant (Faculty of Arts), Chair of Joint-Faculty Research Ethics Board (JFREB)
(Wayne Taylor (Faculty of Arts), Interim Chair of JFREB, Jan 1 - Dec 31/2001)
Bruce Tefft (Faculty of Arts), Chair of Psychology/Sociology Research Ethics Board (PSREB)

1. During the 2000-01 year, the SCERIHS committee conducted three meetings - April 6, May 25 and December 12, 2000. At the April 6th meeting the committee received and approved the EPIC (Ethics Policy Implementation Committee) recommendation on the UMFA commentary on the Human Ethics Policy #1406. At the May 25th meeting the committee approved nominations of members to the REBs, as well as minor procedural changes to Policy #1406. At its final meeting of the year on December 12th SCERIHS approved nominations and resignations of REB members.
2. The EPIC sub-committee (Ethics Policy Implementation Committee) met nine times between April 1, 2000 and March 31, 2001. The sub-committee consists of the five REB chairs and is chaired by Dr. John Adair, ethics policy implementation officer. The EPIC members designed and created all required forms for human ethics protocol submissions and arranged for these forms and additional information to be posted on the website. As well EPIC provided an orientation workshop on June 2, 2000 for all new REB members. EPIC met in response to issues as they arose, and was available as a resource for the many questions that manifest with the implementation of a new program.

3. The REBs meet and review protocols on a monthly basis. The Bannatyne Campus REBs reviewed 432 protocols between January 1 and December 31, 2000. The Fort Garry REBs reviewed 362 protocols between January 1 and December 31, 2000.

Respectfully submitted,

Dr. Gary B. Glavin, Associate Vice-President (Research)
and Chair, Senate Committee on the Ethics of Research Involving Human Subjects

March 6, 2001

Annual Report of the Senate Committee on Honorary Degrees**Preamble**

The terms of reference for the Senate Committee on Honorary Degrees are found in Section 8.25 of the *Senate Handbook* (revised 2000).

Observations

1. The membership of the Committee for 2000-2001 included: Dr E J E Szathmáry (President), Mr S Fletcher (President of UMSU), Ms M Lee (President of Alumni Association), Dean J C Jamieson (Science), Professor J E Cooper (Medicine), Dean F de Toro (Graduate Studies), Dean R O'Kell (Arts), Mr E B Pollard (community representative) and Dr A V Mauro (Chancellor) as Chair.
2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, special convocations, and the naming of buildings, parts of buildings, roadways and special units.
3. During the period June 1, 2000 to May 31, 2001, the Committee reported to Senate on four occasions: September 6, December 6, March 7 and May 9. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Dr A V Mauro, Chair
Senate Committee on Honorary Degrees

Terms of Reference: *Senate Handbook* (revised 2000), Section 8.25.

/sgp

Annual Report of the Senate Committee on the Libraries

Preamble

The Terms of Reference of this Committee enable it to make broad assessments of the status of the libraries, their fiscal support, and their effect on faculty and students (see *Senate Handbook* Rev. 1993, 10.27, pp. 10.19/20).

Observations

1. Since its last annual report the Committee met May 2, 2000 at which time members were given a presentation on Copyright and the Academic Community. Another area of interest was the Libraries' budget in general, and the acquisitions budget in particular. Members were updated on information technology, collections management, and the Libraries consolidation project.
2. Of ongoing interest is the Canadian National Site License Project with updates being provided to the committee at regular intervals.

Respectfully submitted,

James Gardner, Chair
Senate Committee on Libraries

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75
Faculty of Medicine

March 6, 2001

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Fax: (204) 789-3928

Ms. Bev Sawicki
Secretary of Senate
Office of the Secretary of Senate
244 Engineering Building
Fort Garry Campus

Dear Ms. Sawicki:

Re: 1999/2000 Annual Report to Senate
– Senate Committee on Medical
Qualifications (SCMQ)

The above committee's mandate is to make recommendations to Senate on the acceptability of International Medical Graduates for registration by the College of Physicians and Surgeons of Manitoba under Section 64 of the Medical Act.

The SCMQ's composition includes Professor Karen Ogden, Dr. S. Barakat, Dr. B. Kirk, Dr. A. Chochinov, Dr. W. Pope (Registrar CP & S (MB) and myself as chair.

During the 1999-2000 year, the SCMQ has recommended three physicians for registration and licensure under Section 64 of the Medical Act. The physicians are Dr. L. J. E. Coetzee, Dr. F.J.A. Vernimmen, and Dr. R. Consunji-Arneja. One physician, Dr. Ever Grech, was considered but it was deemed he was not currently acceptable for registration and licensure under Section 64 but may be in several years' time. The Chairman considered a number of physicians for eligibility in addition to those noted above. Some of these were deemed to be acceptable but have not yet been brought forward to the SCMQ, whereas others were deemed to be unacceptable for registration and licensure under this Section of the Medical Act.

Sincerely,

G. Bristow, M.D., FRCPC
Associate Dean (Academic)

April 7, 2001

Annual Report of the Senate Committee on Nominations

Preamble

The Senate Committee on Nominations is responsible for recommending academic staff and student nominees for standing, *ad hoc* and special committees of Senate, as well as recommending Senate representatives on other University committees and outside boards. The Committee's recommendations are forwarded to Senate for consideration and approval. The Terms of Reference for the Committee are found on page 10.21 of the *Senate Handbook* (Rev. 1993).

Observations

1. The Committee held its annual meeting on June 13, 2000 to consider academic staff nominees for vacancies on standing committees of Senate. A report was forwarded to Senate for approval at its meeting of June 28, 2000. Because a full slate of nominees was not available at that time, further recommendations were considered by Senate at its meeting of September 6, 2000.
2. Student nominees for standing committees of Senate are prepared by a special sub-committee. Membership of the sub-committee includes three members of student Senate caucus, three members of UMSU Council and the President (or designate) of UMSU. A list of nominees was received from this group and a telephone poll conducted with members of the Senate Committee on Nominations prior to the report being presented to Senate for approval on October 5, 2000.
3. The Senate Committee on Nominations met again on February 23, 2001 to prepare a slate of nominees to sit on the new Senate Committee on Instruction and Evaluation. This slate of nominees was presented to Senate at its meeting on April 4, 2001.

Respectfully submitted

B. Dronzek, Chair
Senate Committee on Nominations

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Annual Report of the Senate Committee on Rules and Procedures

Preamble

The primary responsibility of the Committee on Rules and Procedures is to recommend on proposed rules and procedures governing Senate and its standing committees. In addition, the Committee recommends to Senate on proposed amendments to Faculty/School Council bylaws and, on behalf of Senate, reviews new or amended bylaws proposed by department councils prior to consideration by a Faculty or School Council.

Terms of Reference for the Committee on Rules and Procedures are found on page 10.22 of the *Senate Handbook* (1993).

Observations

1. Requests to consider amendments to Department Council bylaws were received from the departments of Human Anatomy and Cell Science, Geography, Anthropology, Philosophy and Sociology; comments were solicited from Committee members and relayed to the appropriate individuals.
2. In May, 2000, the Senate Committee on Rules and Procedures was requested for a process that would see the Senate Executive Committee nominate members to the Senate Committee on Nominations such that the slate could be approved at the May meeting of Senate. The Committee's report of May 19, 2000 was approved at the June 28, 2000 meeting of Senate.
3. Following the instructions of Senate, the Committee considered the question of University 1 student representation on Senate at a meeting of May 19, 2000. The Committee's final recommendations were considered and modified by Senate at its meeting of September 6, 2000.
4. The Committee met twice to discuss the question of support staff participation in University academic governance. At its meeting of September 28, 2000 the Committee finalized its recommendations to Senate which were approved by that body on November 1, 2000.
5. On January 9, 2001 the Committee met to discuss proposed terms of reference for the new Senate Committee on Instruction and Evaluation (replacing the former Senate Committee on Instruction and the former Senate Committee on the Academic Evaluation of Students). The terms of reference were finalized and approved by Senate February 7, 2001.
6. In view of Professor E.A. Braid's retirement the undersigned was elected Chair of the Committee, effective September 1, 2000.

Respectfully submitted

A. Secco, Chair
Senate Committee on Rules and Procedures

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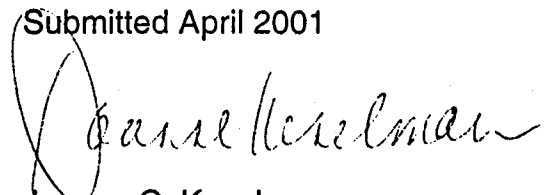
SENATE COMMITTEE ON UNIVERSITY RESEARCH
for the period April 2000 to March 2001

During April 1, 2000 - March 31, 2001, the Senate Committee on University Research (SCUR):

1. Reviewed the Report of the Sub-committee on Identifying Established and Emerging Areas of Research Excellence.
2. Monitored the transition of the Medical Research Council into the Canadian Institutes for Health Research (CIHR), and learned of the establishment of the CIHR Institutes, including the appointment of associated Scientific Directors and Institute Advisory Boards.
3. Recommended for approval to Senate, the establishment of a Chair in Telecommunications Research, an endowed Chair in Evidence-based Child Health, and an endowed Research Chair in Internal Medicine.
4. Received information from the Vice-President (Research) on the University's submissions to the New Opportunities and Innovation Fund Programs of CFI.
5. Reviewed the University's policy on post-doctoral fellows in response to a request by NSERC.
6. Monitored the progress on a proposal to establish a Universal Design Institute.
7. Initiated the review of a proposal to establish an International Centre for Infectious Diseases.
8. Received and endorsed the University of Manitoba Strategic Research Plan, developed in response to a requirement of the Canada Research Chair program.
9. At the request of the Vice-President (Research), established an advisory committee to review the University's internal research funding programs.
10. Heard a presentation from the newly established research group: Northern Studies Network (NSNet).
11. Learned of the recipient of the Winnipeg Rh Institute Foundation Award for the Year 2000 (Dr. Timothy Anna, Department of History).
12. Received the preliminary results for the MRC (now CIHR), NSERC and SSHRC research grants competitions and the University-funded granting competitions.
13. Reviewed and recommended to Senate the continuation of the following research institutes: Centre for Professional and Applied Ethics, the Winnipeg Institute for Theoretical Physics, and the Centre for Defence and Security Studies.

14. Learned of the Year 2000 recipients of the Winnipeg Rh Institute Award: Drs. R. Martens, Department of Philosophy; R. Hoppa, Department of Anthropology; L. Jacobson, Department of Psychology; X. Yang, Department of Medical Microbiology; R. Jayaraman, Department of Mechanical and Industrial Engineering; and R. Bridgman, Department of City Planning.
15. Learned of the appointment of Dr. Digvir Jayas as the Associate Vice-President (Research), replacing Dr. G. Glavin who has been seconded to the Canadian Science Centre for Human and Animal Health to the position of deputy director.
16. Learned of the first Canada Research Chairs awarded to the University: Drs. A. Greenberg, Pediatrics and Child Health and Immunology and member of the Manitoba Institute of Cell Biology, as Chair in Molecular Oncology; F. Hawthorne, Department of Geological Sciences, as Chair in Crystallography and Mineralogy; L. Hryshko, Physiology and member of the Institute of Cardiovascular Sciences, as Chair in Cardiac Electrophysiology; G. Hicks, Biochemistry and Medical Genetics and member of the Manitoba Institute of Cell Biology, as Chair in Functional Genomics; H. Perreault, Chemistry, as Chair in Bioanalytical Mass Spectrometry; F. Plummer, Medical Microbiology and Internal Medicine and Scientific Director of Health Canada's National Microbiology Laboratory, Canadian Science Centre for Human and Animal Health, as Chair in Resistance and Susceptibility to Infections; and N. Roos, Community Health Sciences and Co-Director of the Manitoba Centre for Health Policy and Evaluation, as Chair in Population Health Research.
17. Learned of the federal budget increase in funding to the Canada Foundation for Innovation (CFI), extending the Innovation Fund and New Opportunities programs to 2010 and increasing the program offerings to include two International Research Support Programs and an Infrastructure Operating Fund.
18. Received and discussed a report from Dr. John Adair, Human Ethics Implementation Officer, on the implementation of the University's new human ethics policy.

Submitted April 2001



Joanne C. Keselman
Vice-President (Research) and
Chair, Senate Committee on
University Research



UNIVERSITY
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Office of the University Secretary

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312 Administration Building
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DATE: Wednesday, May 16, 2001
TO: Members of Senate *Bmm Sawicki*
FROM: Beverly M M Sawicki, University Secretary
SUBJECT: Annual Reports - Senate Committees 2000-2001

This report is submitted on behalf of the following standing Committees of Senate:

**Joint Senates Committee
on Joint Master's Programs**

Terms of reference are found in the *Senate Handbook*, section 8.27. No matters were referred to the Committee for consideration, therefore, no meetings were held during the reporting period.

**Joint Senates Committee
on Master's Programs Appeals**

Terms of reference are found in the *Senate Handbook*, section 8.28. No appeals were received and the Committee was not required to meet.

/sgp

June 13, 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 June 13, 2001.

Observations

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

Professor Juliette Cooper will be the Speaker for the Executive Committee for the June meeting of Senate.

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

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

Respectfully submitted,

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

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

/sgp

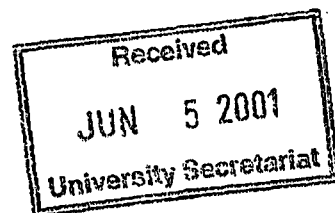


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Faculty of Graduate Studies

Professor Fernando de Toro, Ph.D.
Dean



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MEMORANDUM

Date: June 4, 2001

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

The following motion was passed at the Faculty Council of Graduate Studies, May 24, 2001

~~1. MOTION SECCO/TAYLOR THAT Faculty Council approve, the course introduction in the Faculty of Nursing, 49.7XX as recommended by the Programs and Planning Committee and endorsed by the Executive Committee of the Faculty of Graduate Studies.~~

~~CARRIED.~~

MOTION SECCO/OSBORNE THAT Faculty Council approve the course introductions in the Faculty of Science (Physics and Astronomy), 016.7A1, 016. 7A2, 016.7B1, 016.7B2 as recommended by Programs and Planning and endorsed by the Executive Committee of the Faculty of Graduate Studies.

CARRIED.

As a result, we are now forwarding these motions to Senate for its approval.

Atts.

/jc

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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 April 16, 2001 and made the following recommendation regarding course introductions in the Faculty of Science.

Observations

1. There are four courses to be introduced in the Department of Physics and Astronomy.
2. The Faculty of Science Graduate Committee approved the course introductions.
3. A statement of Library support was included with the course proposals.
4. Reasons for the changes accompany the course numbers and titles, 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 proposals as indicated below.

- | | |
|--|---|
| <u>Course to be introduced:</u> | 016.7A1 Astrophysics 1: Stars (3) Covers the basic physical concepts required to extract qualitative estimates of astrophysical parameters, describes several aspects of observational astronomy, and it emphasizes in a more mathematical way the astrophysics of stellar structure and evolution. |
| <u>Reason for new course:</u> | Courses specializing in this area have not existed at the University and students are interested in this particular area. The course reflects the research interests of a new staff member. |
| <u>Course to be introduced:</u> | 016.7A2 Astrophysics 2: Interstellar Matter and Galaxies (3) Emphasizes the physics of interstellar matter and dust grains, gaseous nebulae, basic hydrodynamics, shock waves, and supernova remnants. <i>Prerequisite:</i> 016.7A1 |
| <u>Reason for new course:</u> | Courses specializing in this area have not existed at the University and students are interested in this particular area. The course reflects the research interests of a new staff member. |
| <u>Course to be introduced:</u> | 016.7B1 Astronomy 1: The Phenomenology of Galaxies (3) Describes astronomical standards such as intensity magnitudes, colour and metallicity; the properties of stars and the interstellar medium; galactic structure, kinematics, and the evolution of galactic components. |
| <u>Reason for new course:</u> | Courses specializing in this area have not existed at the University and students are interested in this particular area. The course reflects the research interests of a new staff member. |

Course to be introduced:

016.7B2 Astronomy 2: Galactic Dynamics (3) A continuation of 016.7B1, this course provides mathematical descriptions of potential theory, disk dynamics and spiral structure, collisions between galaxies, and dark matter. Additional topics are galaxy evolution, large-scale structure of the universe and cosmology. *Prerequisite:* 016.7B1

Reason for new course:

Courses specializing in this area have not existed at the University and students are interested in this particular area. The course reflects the research interests of a new staff member.

Net Change: +12 Credit Hours

Endorsed by Faculty Council May 24, 2001

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

May 28, 2001

**Report of the Senate Planning and Priorities Committee on Graduate Course Additions
Beyond Nine Credit Hours**

Preamble

1. The Senate Planning and Priorities Committee has the responsibility to report to Senate on curriculum changes with resource implications, including additions to departmental curricula of more than nine credit hours, *Senate Handbook* (Rev. 1993), pp.10.21/22.
2. The SPPC reviewed a submission from the Faculty of Science with respect to graduate courses in the Department of Physics and Astronomy which is introducing four new graduate courses in Astronomy and Astrophysics. These courses reflect areas of expertise of new faculty members and the Department's desire to revise their graduate curriculum in these disciplines.

Observations

1. The four courses total 12 credit hours and include coverage of stars, interstellar matter and galactic dynamics.
2. The main resource implication is in terms of library holdings. Monograph purchases will be in the order of \$1050 and will be covered by the Department of Physics and Astronomy. The required journals ("Astronomy and Astrophysics" and "Astronomical Journal") will cost approximately \$3,000 U.S. The Department has reallocated internal priorities and this purchase will be balanced by subscription cancellations.

Recommendation

THAT the SPPC endorse the introduction of the new graduate courses in the Department of Physics and Astronomy.

Respectfully submitted

Norman Halden, Chair
Senate Planning and Priorities Committee

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**THE DIPLOMA IN ABORIGINAL CHILD AND FAMILY SERVICES
PROPOSAL**

**Continuing Education Division
The University of Manitoba**

March 8, 2001

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the proposal to Senate.

Aboriginal Child And Family Services Diploma

PROPOSAL

1. DIPLOMA DESCRIPTION

1.1 *Title of proposed diploma*
Aboriginal Child and Family Services Diploma

1.2 *Type of program*
Diploma

1.2.1 *Program rationale and vision*

Services to Aboriginal¹ children and families are changing and expanding in Manitoba. "In 1981 the Dakota Ojibway Tribal Council signed separate agreements with both the federal and provincial governments, transferring child care from the non-Aboriginal agencies serving eight Indian bands within the Tribal Council's territory. The Dakota Ojibway Child and Family Services (DOCFS) became the first mandated Aboriginal child welfare agency in Canada" (Hamilton & Sinclair, 1991, p. 528). Since that time First Nations agencies have delivered mandated services in their communities, directed by the Manitoba Child and Family Service Act.

In 1999, Manitoba's Minister of Family Services and Housing announced a commitment to implement the Aboriginal Justice Inquiry's (1991) recommendations on Child Welfare. Additionally the Government of Manitoba established the Aboriginal Justice Implementation Commission to advise on methods of implementing recommendations of the Report of the Aboriginal Justice Inquiry. The following year through negotiations with Métis and First Nations representatives, the Manitoba Provincial Government, represented by the Minister of Family Services and Housing and the Minister of Northern Affairs, signed separate three-year agreements as Memorandums of Understanding (MOU). An MOU was signed with the Manitoba Métis Federation Inc. (MMF) in February 2000, with the Assembly of Manitoba Chiefs (AMC) in April, 2000, and with the Manitoba Keewatinowí Okimakanak (MKO) in July, 2000. These agreements are to provide the framework and structure for the implementation process leading to the establishment of separate and distinct province-wide child and family services mandates for both First Nations and Métis people. [Refer to Appendix 1 for MOU Agreements].

Following the signing of the MOUs, the three signatories and the province formed a Joint Management Committee to oversee and produce a detailed implementation plan to restructure the child and family services system in the Province. [Please see Appendix 2 for MOU structural process chart.] The major responsibilities of this Joint Management Committee are:

¹ Aboriginal - as used in RCAP and the constitution, refers to the indigenous inhabitants of Canada in general, the First Nations, Métis and Inuit people without regard to their separate origins and identities.

- to oversee the development of the implementation plan;
- to create and direct sub-committee, entitled the Implementation Committee;
- to establish working groups;
- to set the terms of reference, establish timelines and monitor the implementation process;
- to ensure that key stakeholders are consulted during the development of the implementation plan; and
- to execute the implementation plan.

The First Nations provincial governing bodies represent all First Nations Child and Family service agencies that deliver mandated services on-reserve. The Métis government represents seven Métis Regions that provide limited advocacy services out of their Regional offices. A significant portion of the planning process for establishing separate and distinct province-wide services by the First Nations and Métis people includes the planning to develop their human resources consistent with self-governing initiatives.

1.3 *Link to the Division's Mission and Strategic Plan*

From the perspective of Continuing Education Division's (CED) Strategic Plan and specifically related to CED's Strategic Priorities in 2000 this program develops learning opportunities to expand our range of learners served and to meet the changing needs of those learners. It enhances and expands our relationships within the university and outside of the university. Our work shows a commitment to the University of Manitoba Task Force on Strategic Planning (1998) recommendation on the recruitment of Aboriginal students. This planned program responds to the identified education needs and priorities of Aboriginal peoples in Manitoba.

The initial offerings of the program will be delivered off-campus, and scheduled to meet the needs of learners who are employed and studying at the same time. The off-campus delivery addresses a retention issue experienced in post-secondary education programs offered to Aboriginal learners by offering the program closer to "home". This reduces the added relocation expenses and ensures the learner's access to their personal support systems and networks while studying.

The Aboriginal Child and Family Services Diploma Committee is interested in offering this program as a full time study opportunity for a general audience in the future. Their interest relates to their ongoing human resource needs.

1.4 *Purpose of program*

This program will offer a post-secondary education program, linked to degrees hence the development of the proposal as a Diploma program. Please refer to 3.7 for specific links to degrees. It will utilize curriculum and teaching methodologies that respect the history, culture, and languages of Aboriginal peoples in Manitoba. The program also provides a "doorway" to further post-secondary study for Aboriginal peoples who choose to continue on to a degree.

The program will provide a 60 credit hour program of academic study in the field of child and family service work. The Program is constructed of existing and new degree courses from the faculties of Social Work, Arts, and Human Ecology. Each of the participating faculties has agreed to the enhancement of these courses to incorporate Indigenous Knowledge. The primary group to benefit from the program will be existing and potential First Nations and Métis child and family service staff.

1.5 *Program objectives*

The objectives of the program are:

- to provide learners with the core knowledge and skills necessary to deliver mandated child and family services.
- to provide an accessible university credit program that addresses the Aboriginal community's expressed educational needs in collaboration with University of Manitoba faculties participating in this partnership.
- to provide education/training for existing Aboriginal Child and Family services staff as outlined in the MOU initiatives.
- to provide cultural appropriate education/training through the integration of Indigenous and Western Knowledge.
- to provide a response to the recommendations on Child Welfare made by the Aboriginal Justice Inquiry and Royal Commission on Aboriginal Peoples.

1.6 *Program overview*

Refer to Appendix 3 for the complete course list.

Included in the 60 credit hours are four First Nation Community Wellness Diploma courses, 047.422 (6ch), 047.208 (3ch), 047.205 (3ch) and 047.207 (3ch).

Three new courses will be developed by the Department of Family Studies, Faculty of Human Ecology: 062.347 (3ch) Selected Studies in the Family, Children in Alternate Forms of Care, 062.447 (3ch) Selected Studies in the Family 2, Loss and Grieving in Aboriginal Families and Communities and 062.347 (3ch) Selected Studies in the Family, Working with Children and Adolescents.

Two new core courses will be developed by the Faculty of Social Work: 047.405 (3ch) Readings Course, Child Welfare Case Documentation and 047.408 (3ch), Current Issues in Social Welfare, Orientation to Child Welfare.

1.7 *Division academic unit(s) proposing this program*

Aboriginal Focus Programs, Continuing Education Division, The University of Manitoba.

1.7.1. *Other university units and external agencies partners*

The Faculty of Arts, Departments of Native Studies and Sociology, Faculty of Human Ecology, the Department of Family Studies, and the Faculty of Social Work.

Dakota Ojibway Child and Family Services, Anishinaabe Child and Family Services, Southeast Child and Family Services, Peguis Child and Family Services, Sagkeeng Child and Family Services, the Manitoba Métis Fédération and

representation from Manitoba Family Services and Housing, Child Protection and Support Branch.

Refer to Appendix 4 for a list of support letters from the above groups.

1.7.2 *Development and delivery roles, responsibilities, and expectations of partners*

The Continuing Education Division, Aboriginal Focus Programs, will offer all courses in accordance with the University of Manitoba's policies and procedures for diploma programs and in support of Aboriginal values, concepts and ideology related to child and family services work. CED is ultimately responsible for the program. The Aboriginal Child and Family Services Diploma Committee has representation from University of Manitoba faculties, Aboriginal Focus Programs (AFP), CED and Aboriginal Child and Family Service agencies, this Committee will ensure the program meets a standard of proficiency for effective child and family service work among First Nations and Métis peoples. This Aboriginal representation on the Committee will provide guidance on course curriculum to include the histories, cultures, languages and development goals of Aboriginal peoples in Manitoba.

1.7.3 *Name of Program Director (s) submitting program proposal*

Barbara Lavallee, Program Director, Aboriginal Focus Programs, Continuing Education Division.

2. NEEDS ASSESSMENT - INTENDED AUDIENCE

2.1 *Consultation and needs assessment process undertaken*

The proposal for a Diploma in Aboriginal Child and Family Services evolved over the last year. CED met with the Aboriginal representation on the Committee began in January 2000. The Executive Director of the Dakota Ojibway Child and Family Services extended meeting invitations to all provincial First Nations agencies and the AFP Program Director extended invitations to MMF and identified on-campus faculties/departments. Regular consultation and "working" meetings were scheduled and the development of the proposed Diploma began. The Aboriginal Child and Family Services Committee met once a month for the past 12 months.

The approach to the needs assessment was done at a provincial level through the MOU process. The needs assessment comes from consultation with the Aboriginal partners represented on the Aboriginal Child and Family Services Committee. The Aboriginal agencies presented an urgent need to begin to plan for their expected increase in human resources as a result of the Memorandums of Understanding signed between the Provincial Government and the Manitoba Métis Federation Inc., Assembly of Manitoba Chiefs and Manitoba Keewatinowi Okimakanak, to develop a jointly coordinated child and family service system with three distinct mandates, Métis, First Nation and non-Aboriginal. The anticipated human resource need is based on the Manitoba Métis Federation's plan for a province-wide Métis mandate. The restructuring of the child and family service system will expand First Nations mandate to include off-reserve service. The MMF anticipate a staff need of over 50 people while First Nation agencies are currently engaged in planning their

off-reserve services. The present on-reserve First Nation Child and Family service staff is approximately 900. Staff and service changes are expected to be carried out in the next three to five years. [Refer to Appendix 5 for a listing of First Nation agencies and MMF Regions.]

The Aboriginal Child and Family Services Diploma Committee based the development of the Diploma on information presented by participating First Nations Aboriginal Child and Family Service agencies and the Métis Family and Community Institute who are representatives of the MOU process. Appendix 2 identifies the MOU framework of seven Working Groups who are task level bodies representing the three mandates of First Nations, Métis and the Province of Manitoba. The proposed program is designed for Aboriginal Child and Family Services staff who are already working in the field but will include new potential employees because of the increased human resource demand by the Aboriginal Child and Family Services agencies. The needs assessment and consultation process required an academic program for both the employee and the new employee.

2.2 *Characteristics and size of the target audience*

The primary audience for this diploma program will be those individuals currently working with Aboriginal Child and Family service agencies. A secondary learner audience will be those individuals seeking employment with those same agencies. This audience could include individuals who want to increase their work options in the child and family service field. Subsequent program offerings to serve these secondary learners may be full-time study.

2.2.1 *Location of target audience*

The expectation is most learners will come from rural Manitoba because that is where they live and work. The expectation includes learners from urban centers because of the Aboriginal child and family services expansion to urban centers. Future interests may come from Aboriginal Child and Family Service Agencies in Northern Ontario and Eastern and Northern Saskatchewan.

2.2.2 *Size of target audience*

It is difficult to know the expected numbers of potential learners from Manitoba because the information needed to define the human resource need will reflect the changes to the provincial child and family services system which is still in the planning stages. The anticipated employment needs of First Nations Child and Family Service Agencies and the new Métis Family and Community Institute is expected to be great.

The immediate numbers of identified learners are:

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|--|-------|
| • Dakota Ojibway Child and Family Services | 35 |
| • Southeast Child and Family Services | 20 |
| • Peguis Child and Family Services | 25 |
| • Anishinaabe Child and Family Services | 15-20 |
| • MMF | 30-40 |

2.3 *Educational needs of the target audience*

The majority will be mature learners returning to structured formal learning, often for the first time at a university level program. A number of the potential students will have a high school level education but will not be grade 12 graduates.

The Aboriginal Child and Family Services Diploma Committee's assessment of learner needs indicate that they will need help with academic writing and reading, which will be addressed and supported by the employer (Aboriginal agency). The learner's writing and reading skill levels will be assessed before beginning formal classes. Assessments will be planned for in conjunction with the Committee.

A program coordinator will provide in-class supports. The scheduling of courses will build an academic skill base, for example, 099.111, Introduction to University (3) and 004.093, English Composition (3) will support academic reading and writing skills. The timing and delivery of these courses could be expanded to extend over two terms. The course 47.405, Case Documentation in Child Welfare (3) will also support the learner's writing skills.

2.4 *Potential obstacles to target audience participation*

Potential obstacles to audience participation could be the limited availability of resources to support the program (for example, available qualified instructional expertise in both the indigenous child and family knowledge appropriate to course topic and available learner supports) to meet the request for several concurrent program offerings beginning in September 2001. In response to these potential obstacles, program support plans include the recruitment of instructors and a program coordinator for the proposed Diploma.

2.5 *Expected life of program*

Two full intakes, approximately 36 learners in each intake, will be conducted per year to establish learner cohort groups who will complete the scheduled program together. Two intakes provide opportunities to learners to complete missed courses with other groups. The off-campus delivery model allows the proposed Diploma to be offered in other regions within Manitoba.

3. DESIGN AND DELIVERY

3.1 *Course titles, descriptions, and contact hours*

In collaboration with the Aboriginal Child and Family Services Diploma Committee, each of the selected courses listed below will be enhanced to incorporate Indigenous Knowledge related to the focus of the course and to the provision of Aboriginal child and family services.

Where course prerequisites are not met Faculties and/or Departments have agreed to provide written consent to the learner cohorts.

3.2 *Rational for program design*

A significant portion of the planning process for establishing separate and distinct province-wide services by the First Nations and Métis people responds to their need to develop their human resources in a manner consistent with self-governing initiatives. This program will offer post-secondary education as a diploma linked to three degrees, and will provide curriculum using teaching methodologies that respect the histories, culture, languages of Aboriginal peoples in Manitoba. The program also provides a "doorway" to post-secondary education for Aboriginal peoples to gain the credentials needed to do Aboriginal child and family service work.

3.3 *Teaching and delivery formats*

All courses will be offered off-campus using face-to-face delivery. For a 3 credit hour course, the course will be delivered in three sequential sessions, the first session will be 2 1/2 days in length, the second session will be 2 days and the third session will be 2 days, once a month for three months. For a 6 credit hour course the length of time will be delivery over a 6 month period. Each 3 credit hour course will meet for a total of 39 contact hours and 78 contact hours for a 6 credit hour course. This schedule allows for one study day in the second and third months. Two courses will be delivered concurrently, in first and second terms, using this scheduling method. In Summer Session, courses will be delivered in three to six week blocks as full-time study. [Please refer to Appendix 6 for program schedule, three year plan.] The schedule format is agreeable to Faculties and Departments.

Courses will be offered in a classroom setting using appropriate teaching methodology. Normally, this will be lecture and seminar formats. Exceptions will be courses such as the communication and counselling skills focused courses which will be taught using experiential learning activities, directed readings, self-exploratory written activities, talking circles and related storytelling.

3.4 *Location(s)*

The initial offerings of the program will be off-campus in Winnipeg. The second offering, six months later, will be located at a mid provincial location. The locations meet both urban and rural needs of the Aboriginal learners. In Winnipeg classroom space is available at the CED downtown, 11 Promenade; Southeast College, 1301 Lee Boulevard; Yellowquill College, 831 Portage Avenue and at MMF, 150 Henry Avenue.

3.5 *Division or University existing courses*

All courses are existing or proposed new university courses. Four courses are included in the program that were already modified for the First Nation Community Wellness Diploma. [Refer to Appendix 7 for the complete course listing.]

3.6 *Course transfers into Program*

Course transfers into the program will be governed by relevant Division and University of Manitoba policies.

3.7 *Transfer of Credit*

The 60 credit hours of courses will be fully transferable to the Bachelor of Social Work (BSW). The program also provides options to learners who choose to proceed towards the completion of an undergraduate degree in Human Ecology. Graduates of the diploma can obtain up to 54 ch in Family Studies with a possibility of 60 ch in total. The Faculty of Arts accepts 33 ch.

4. RESOURCES

4.1 *Teaching personnel available for use in the program*

Instructors holding graduate degrees will teach the proposed Diploma courses. Teaching resources will be sought from the following groups: community professionals with formal preparation, practice, and teaching experience; appropriate faculty. Preference will be given to qualified Aboriginal instructors.

4.2 *Instructor Supports*

Instructors are provided with a one on one orientation to the learner cohort, classroom site, and community facilities where required. Professional development days will be made available through AFP's instructor gatherings/workshops. The information from University Teaching Services (UTS) Resources will be made available to instructors. Instructors will be provided the AFP's Instructor Handbook.

Aboriginal Focus Programs' Administrative staff and on-site coordinators will provide supports to the instructor prior to the classroom teaching and while on-site.

4.3 *Library resources required*

Additional library resources will not be required as it expected current library holdings are sufficient given the approval of existing university calendar courses. A letter from the university library services is attached, see Appendix 4.

The University of Manitoba Library will be available to the Aboriginal Child and Family Services Diploma learners. In addition, verbal support and invitations have been extended to Aboriginal Focus Programs by the following resources, The People's Library of the Manitoba Indian Cultural Education Centre, the Native Education Branch, the Neil John Maclean Health Sciences Library, INAC library and the Louis Riel Institute Resource Centre.

4.4 *Instructional media resources required*

Instructional media resources required for this program will include the following: VCR, VHS tapes, overhead monitor, teaching instructional unit, audio tape recorders. The University of Manitoba through Communications Systems provides audio/video equipment for approved courses.

4.5 *Field placement facilities required*

No facilities are required for laboratory or field placement needs.

4.6 *Student counselling and advisory services*

Learners will be provided with an information package and an orientation session prior to the start of the proposed program. AFP Program Administrator, on-site coordinator, General Studies Academic Advisor and the course instructor will provide additional counselling and advisory services.

4.7 *Additional resource required*

Not applicable.

5. OPERATION AND MANAGEMENT

5.1 *Advisory/Program Committee*

The Aboriginal Child and Family Services Diploma Committee was formed in January 2000, to develop the Diploma. This Committee will provide the direction for the delivery and evaluation of the Diploma. The ongoing work of the Aboriginal Child and Family Committee will involve representation from Aboriginal Child and Family Services Agencies and from the University, specifically from the Continuing Education Division/Aboriginal Focus Programs, from the dean's offices of the participating faculties and from the office of the Vice-President (Academic).

5.1.1 *Membership and representation*

The Committee formation provided representation from University of Manitoba faculties, appointed by the Deans of Arts, Human Ecology and Social Work; the Department Heads of Native Studies, Sociology and Family Studies; the Director of Accessibility and Transition from the office of Vice-President (Academic) and Provost; Program Director, Aboriginal Focus Programs, Continuing Education Division (CED); First Nations representation, Executive Directors/the Executive Director's representative of Dakota Ojibway Child and Family Services, Anishinaabe Child and Family Services, Southeast Child and Family Services, Peguis Child and Family Services, Sagkeeng Child and Family Services; the Métis Family and Community Institute, Manitoba Métis Federation, and the Child Protection and Support Branch representative, Mb. Family Services and Housing.

5.1.2 *Terms of reference*

1. To ensure the Diploma is delivered and evaluated in accordance with:
 - Program objectives and philosophies
 - University of Manitoba standards and requirements

2. To provide a forum for communication among the representatives and to resolve issues that may arise.
3. To monitor and advise on:
 - Appropriate teaching methodology and delivery approaches to ensure that the program reflects Aboriginal child and family service values, education perspectives and teachings
 - Revision of selected faculty courses to incorporate First Nation and Métis values, beliefs and approaches to child and family services
 - The co-ordination of curriculum, instructional methodology and delivery approaches across program components
4. To advise on the selection, evaluation and re-hiring of instructors. Preference will be given to qualified Aboriginal instructors.
5. To advise on the development of learner selection criteria, procedures for learner selection and retention.
6. To review and advise on program and learner related issues.
7. To create such sub-committees as necessary to act within the mandate of the Committee.
8. To develop guidelines and procedures for formative and summative program evaluation.
9. To oversee program evaluations, and the implementation of resulting recommendations.
10. To adapt the program of studies to meet the changing needs of Aboriginal agencies and faculties
11. To assist in the acquiring of funds to support the programs.

5.2 *Conditions for Admission to the program*

Learners will be admitted to the University under the General Studies, Continuing Education Division.

5.2.1 *Selection criteria*

The Aboriginal Child and Family Services Diploma Committee will establish intake criteria to ensure regional equity across all Aboriginal groups. Individuals will apply to the proposed program and selection will be made by the Aboriginal Child and Family Services Diploma Committee. Individuals selected to the program will apply for admission and will meet general entrance requirements of the University of Manitoba. Learners will be admitted to General Studies, Continuing Education Division (CED).

5.2.2 *Selection process*

Written application and documentation process.

5.2.3 *Authority for selection decision*

The Program Director retains the responsibility to ensure that learners will meet program criteria and the general entrance requirements of the University of Manitoba.

In conjunction with the Aboriginal Child and Family Services Diploma Committee, an interview process may be completed with applicants. The Committee will be responsible for verifying that the selection criteria have been met.

5.3 *Exemptions and/or Transfers*

Course exemptions and/or transfers will be governed by relevant University of Manitoba policies.

5.3.1 *Provisions and Conditions*

As 5.3 above.

5.4 *Implementation date*

The first offering of the program is planned for September 2001.

5.5 *Frequency of course offerings*

The courses will be offered in sequential format during Regular and Summer Sessions. A course scheduled early in the program could be offered twice in a year otherwise the courses would be offered yearly.

5.6 *Minimum, average, and maximum times for completion of program*

Registrants must complete all course work within six (6) years from the date of the first registration in the program in order to graduate. The Dean, of Continuing Education Division must approve application for extensions of this time limit. Transfer of credit for the Diploma or for completed courses into a degree program in a participating faculty will be subject to the faculty's policies regarding longevity of course credit.

6. *EVALUATION*

6.1 *Student Evaluation*

6.1.1 *Type of student evaluation*

Learner evaluation in all courses will be in accordance with established policies of Senate and with the evaluation policies and grading practice of the faculties concerned.

6.1.2 *Grading System*

Learners will be evaluated using The University of Manitoba letter-grade system.

6.1.3 *Criteria for successful completion of the program*

Learners must successfully complete all 48 credit hours of required courses and 12 credit hours of elective courses. A C+ average, with a minimum of C in each course, will be required for successful completion of the program.

6.2 *Instructor Evaluation*

6.2.1 *Instructor evaluation*

Instructors will be evaluated in accordance with The University of Manitoba policy and practice. It is understood that, from time to time, the Aboriginal Child and Family Service Diploma Committee, with the concurrence of the instructor, may

wish to assess instructor performance and advise the relevant faculty or department/Division thereon.

6.3 *Course/Program Evaluation*

6.3.1 *Type of Evaluation*

The proposed Diploma shall be subject to established University policy and practice with respect to evaluation.

6.3.2 *Procedure and frequency*

As 6.3.1 above.

6.3.3 *Person responsible for conducting the evaluation*

As 6.3.1 above.

May 15, 2001

Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the Continuing Education Division for a Diploma in Aboriginal Child and Family Services

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. The Committee met on May 15th to consider a proposal from the Continuing Education Division.

Observations

1. The Continuing Education Division is proposing to offer a Diploma in Aboriginal Child and Family Services. It will provide a 60 credit hour program of academic study in the field of child and family service work. The program is constructed of existing and new degree courses from the Faculties of Social Work, Arts and Human Ecology. Each of the participating Faculties has agreed to the enhancement of these courses to incorporate Indigenous Knowledge.
2. Included in the 60 credit hours are four First Nation Community Wellness Diploma courses: **047.422 Aboriginal People and Social Work** (6 credit hours), **047.208 Interpersonal Communication Skills** (3 credit hours), **047.205 Community and Organizational Theory** (3 credit hours) and **047.207 Small Group Dynamics** (3 credit hours).
3. The following new courses are being developed for this program: **062.347 Selected Studies in the Family 1 (Alternate Care for Children)**, **047.405 Selected Topics in Social Work (Case Documentation in Child Welfare)**, **047.408 Current Issues in Social Welfare (Orientation to Child Welfare)**, **062.347 Selected Studies in the Family 1 (Working with Children & Adolescents)**, and **062.447 Selected Studies in the Family 2 (Loss and Grieving in Aboriginal Families and Communities)**.
4. The 60 credit hours of courses will be fully transferable to the Bachelor of Social Work. The program also provides options for individuals who choose to proceed towards the completion of an undergraduate degree in Human Ecology. Graduates of the diploma will be able to obtain up to 54 credit hours in Family Studies, with a possibility of 60 credit hours in total. The Faculty of Arts will accept 33 credit hours.
5. The primary audience for this diploma program will be those individuals currently working with Aboriginal Child and Family Service agencies. A secondary learner audience will be those individuals seeking employment with those same agencies.
6. The Distance Education Librarian has indicated that the Library has the resources needed to support the proposed program at this time.

7. Letters of support have also been received from: Anishinaabe Child & Family Services Inc., Manitoba Métis Federation Inc., Southeast Resource Development Council Corp., Sagkeeng Child and Family Services Inc., Dakota Ojibway Child and Family Services Inc., Peguis Child and Family Services Inc., Department of Sociology, Faculty of Social Work, Department of Native Studies, Faculty of Arts and Department of Family Studies.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends that the proposal from the Continuing Education Division for a Diploma in Aboriginal Child and Family Services, together with the following courses, dated March 8, 2001, be approved.

Respectfully submitted,

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

Terms of Reference: *Senate Handbook* (revised 2000), Section 8.21.

/sgp

REQUIRED COURSES:

099.111 Introduction to University

(3hrs)

A seminar course designed to help students make the transition to university by imparting knowledge, skills, and attitudes required for success in university study.

004.093 English Composition**(3hrs)**

Designed to help students write better essays. Course focuses on effective expression; sentence, paragraph, and essay construction; and the writing process. A great deal of writing is required; instructors address the particular needs of individual students. Students may not hold credit for both 004.093 and the former 004.091. Students may not enter English courses numbered above the 100 level directly from this course. This course is not designed to teach English as a second language.

047.208 Interpersonal Communication Skills**(3hrs)**

A basic core of interpersonal skills for communicating effectively and for establishing and maintaining relationships in on-to-one and group situations. Emphasis is on experiential learning using a variety of techniques.

047.422 Aboriginal People and Social Work**(6hrs)**

An analysis of social work practice and welfare policy from an Aboriginal perspective. Course emphasizes the linkage between practice and policy and overlays concepts such as empowerment, ecological practice and practice in the context of cultural diversity. Prerequisites: 047.131; 047.208; 047.209; and 047.314

047.205 Community and Organizational Theory**(3hrs)**

Deals with concepts such as conflict and power which relate social work practice to the nature of secondary human relationships. These are applied to the dynamics within and between communities and organizations. Prerequisite: first half of 047.209

047.407 Social Problem and Social Work Practice Seminar -Topics Course**(3hrs)**

In-depth study of the problem area, exploration of the ways other disciplines relate to the problem, and strengthening of intervention abilities of the student.

Prerequisite: 047.304/047.312; 047.420/047.315 or written consent of instructor.

Course title - Critical Intervention in Social Work Practice

047.407 Social Problem and Social Work Practice Seminar -Topics Course**(3hrs)**

In-depth study of the problem area, exploration of the ways other disciplines relate to the problem, and strengthening of intervention abilities of the student.

Prerequisite: 047.304/047.312; 047.420/047.315 or written consent of instructor.

Course title - Addictions

062.101 Human Development in the Family**(3hrs)**

Introductory survey of key aspects of human development processes within the family context from a life span perspective. Not to be held with 049.126.

062.114 Family Studies: Relationships**(3hrs)**

Family interaction patterns over the family life cycle as they are related to human development. Investigation of external and internal environmental pressures that influence the family and human development.

062.209 Principles of Human Development I**(3hrs)**

Study of development in the early years with an emphasis on social and emotional development.

Prerequisite: 062.101

062.347 Selected Studies in the Family I**(3hrs)**

The course will examine caregiving environments for the Aboriginal children outside the traditional nuclear family. Alternate care arrangements that are common for or specific to the Aboriginal community will be considered, such as Aboriginal custom adoptions, foster care, inter-racial adoption, re-unification of families following adoption, etc. The nature of separation and attachment issues for Aboriginal children, as well as the impact of multiple moves early in life will also be addressed.

Course title – Children In Alternate Forms of Care

062.423 Family Dynamics And Human Development II**(3hrs)**

Continuance of 062.422 with a special consideration of the techniques used to help families as based on the theories of family dynamics. Prerequisite: 062.114

(The continuance of 062.422 applies only in Child Studies concentrate program)

062.437 Exceptional Development: Behavioural and Social-Emotional Disorders**(3hrs)**

Examination of development of socio-emotional and behavioural disorders in young children.

Identification, evaluation, etiology, and strategies for change will be emphasized. Prerequisites: 062.209 and 062.210

(Department Head will waive 062.210. Present curriculum work merges .209 to 210)

047.405 Selected Topics in Social Work**(3hrs)**

Directed readings or concentrated study in some aspect of social service which is of interest to the student. Prerequisite: written consent of instructor.

Course title - Case Documentation in Child Welfare

047.408 Current Issues in Social Welfare**(3hrs)**

Study of a particular area of social welfare to improve policies and practices.

Course title - Orientation to Child Welfare

ELECTIVE COURSES:

The Diploma identifies 48 credit hours of elective courses that will provide a selection of options to the learner cohort. Learners are required to complete 12 credit hours of Electives. Electives will be selected by consensus in each cohort.

032.120 The Native Peoples of Canada**(6hrs)**

A survey of the political, social, and economic situations of the contemporary Indian, Métis, and Inuit peoples of Canada. Students may not hold credit for both 032.120 and either 032.122 or 032.124.

032.202 The Métis of Canada**(3hrs)**

A history of the Métis of Canada. Prerequisite: 032.120, or 032.122 and 032.124, or written consent of department head.

032.332 Aboriginal Organizations**(3hrs)**

A study of local, regional and national Aboriginal organizations in contemporary North America and their interaction with government and private agencies. Prerequisite: 032.120 or 032.122 and 032.124 or written consent of department head.

32.300 Selected Topics**(3hrs)**

The content of this course will vary. Prerequisite: written consent of department head.

Course Title - Aboriginal Wisdom and Spirituality

077.229 Introduction to Research Methods**(6hrs)**

An introduction to quantitative and qualitative scientific methods of investigating social phenomena. The course will include introductions to the assumptions of scientific inquiry, the conceptualization of research problems, basic statistical analysis and use of a packaged computer program (distance delivery uses written packaged material).

047.407 Social Problem and Social Work Practice Seminar -Topics Course**(3hrs)**

In-depth study of the problem area, exploration of the ways other disciplines relate to the problem, and strengthening of intervention abilities of the student.

Prerequisite: 047.304/047.312; 047.420/047.315 or written consent of instructor.

Course title - Inner-City Social Work Practice or Rural/Remote Social Work Practice

047.413 Advanced Interpersonal Communication Skills**(3hrs)**

An experiential course for self-understanding and self-awareness to produce a disciplined and conscious use of self in professional communication and relationships. Prerequisites: 47.208 and written consent of instructor.

047.209 Human Behavior and Social Work Practice**(6hrs)**

General systems theory is applied to the study of person-in-family-in-environment, with a corresponding examination of implications for social work practice. Various models of human development are critiqued. Information sessions on areas of human behaviour critical to social work practice are provided.

047.207 Small Group Dynamics**(3hrs)**

Students will learn about groups and in particular, small group dynamics as they apply in planned social work intervention. We will also learn about the history of group work and the theoretical frameworks that influence it. Other areas of focus will include the importance of the role of self in-groups; the qualities and skills needed to be an effective group leader; and the stages of group process. Students will have the opportunity to experience group membership within the context of the course.

047.131 Introduction to Social Welfare Policy**(3hrs)**

Examination of social welfare policy as the end product of ideologies. Introduction of elements of ideology and the comparison of competing ideological systems. The relationship of economic political and ethical views of society and their manifestations in societal responses to human need and social services. Students may not hold both credit for both 047.131 and the former 047.130.

047.314 Introduction to Social Work Practice**(3hrs)**

Introduces students to ecological and other generalist based practice frameworks and the role of professional social workers. Course emphasizes values and knowledge in context of a rational approach to problem solving which includes problem definition, assessment, contracting, intervention and evaluation. Pre or corequisite 047.131, 047.208 and 047.209

062.347 Selected Studies in the Family I**(3hrs)****Course title - Working with Children and Adolescents**

Family Studies will develop new course.

062.447 Selected Studies in the Family 2**(3hrs)****Course title - Loss and Grieving in Aboriginal Families and Communities**

Family Studies will develop new course.

Aboriginal Child & Family Services Diploma

Core Courses - 48 Credit Hours

099.111	3	Arts	Introduction to University
047.208	3	SW	Interpersonal Communication Skills
004.093	3	Arts	English Composition
062.101	3	FS	Human Development In the Family
047.405	3	SW	Readings Course - Case Documentation in Child Welfare
062.114	3	FS	Family Studies: Relationships
047.422	6	SW	Aboriginal People & Social Work
062.209	3	FS	Principles of Human Development I
047.205	3	SW	Community & Organizational Theory
047.408	3	SW	Current Issues in Social Welfare - Orientation to Child Welfare
047.407	3	SW	Topics Course - Addictions
062.347	3	FS	Selected Studies in the Family - I Children in Alternate Forms of Care
062.423	3	FS	Family Dynamics & Human Development II
062.437	3	FS	Exceptional Development: Behavioural & Social Emotional Disorders
047.407	3	SW	Topics Course - Critical Intervention in Social Work Practice

Diploma Elective Courses - 12 Credit Hours Required

Learners interested in completing an undergraduate degree should select from the appropriate stream of electives.

B.S.W. Degree Stream - Select:			
047.209	6	Human Behavior and Social Work Practice	
047.314	3	Introduction. to Social Work Practice	
047.131	3	Introduction to Social Welfare Policy	
077.229	6	Introduction to Research Methods	

Family Studies Degree Stream - Select:			
062.347	3	Selected Topics in the Family - I Working with Children and Adolescents	
062.447	3	Selected Studies in the Family 2 - Loss & Grieving in Aboriginal Families & Communities	

Arts Degree Stream - Select:			
032.202	3	The Métis of Canada	
032.332	3	Aboriginal Organizations	
032.120	6	The Native Peoples of Canada	
032.300	3	Selected Topics - Aboriginal Wisdom & Spirituality	
077.229	6	Introduction to Research Methods	

May 26, 2001

Report of the Senate Planning and Priorities Committee on the Proposal from the Continuing Education Division to Introduce a Diploma in Aboriginal Child and Family Services

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. Agreements amongst the Provincial and Federal Governments and various Aboriginal Tribal Councils have resulted in a necessary restructuring of the child and family services system in the Province of Manitoba. This restructuring will see the transfer of responsibility for child and family services involving Aboriginal peoples to First Nations and/or Métis Child and Family Service Agencies. This, in turn, will create a need for human resources to meet the requirements of the various Memorandums of Agreement.
3. The proposed program offers a post secondary education credential that is linked to existing degree programs. The program utilizes curriculum and teaching methodologies that respect the history, culture and languages of the Aboriginal peoples in Manitoba.
4. Program objectives include the provision of core knowledge and skills necessary to deliver the mandated child and family services and of culturally appropriate education and training by integrating Indigenous and Western Knowledge. Moreover, there is some response to the recommendations on child welfare by the Aboriginal Justice Inquiry and The Royal Commission on Aboriginal Peoples.

Observations

1. The program, to be administered by the Continuing Education Division, will consist of 60 credit hours of courses including four First Nation Community Wellness Diploma courses (15 credit hours) and five new courses to be developed by the Department of Family Studies, (Faculty of Human Ecology) and the Faculty of Social Work.
2. External partners in the program include the Dakota Ojibway, Anishinaabe, Sagkeeng, Southeast and Peguis Child and Family Services and the Manitoba Métis Federation with representation from Manitoba Family Services and Housing, Child Protection and Support Branch.
3. The proposal anticipates that as many as 140 persons would be interested in pursuing this diploma. In recent weeks, this number has increased very significantly as estimates of demand have been refined. As may be seen in the attached table, it is now expected that ten cohorts of approximately 36 students each will be offered and that approximately 300 persons will complete the diploma during the first five years. The attached table also shows the annual funding required for that level of operation, and the Council on Post-Secondary Education (COPSE) has agreed to that level of funding, contingent on approval of the diploma program by Senate and the University's Board of Governors.

Report of SPPC
Diploma in Aboriginal Child and Family Services
May 26, 2001

4. As indicated in the attached table, these cohorts will do courses off-campus at locations in Winnipeg, Dauphin and The Pas. Courses will be offered in a classroom setting using an appropriate methodology. Some courses, including those in communication and learning skills, will use experimental techniques, directed readings, self-exploratory writing activities and talking circles.
5. Instructors holding graduate degrees will be used to teach the Diploma courses. These will be drawn from community professionals with formal preparation and appropriate faculty. Preference will be given to qualified Aboriginal Instructors.
6. Current library resources are considered to be adequate. Instructional media will be available from Communications systems. No additional physical resources are required.
7. There is a broad range of community and institutional letters supporting the introduction of this program.
8. As indicated in the attached table and letter from the Vice-President (Academic) and Provost dated May 3, 2001, COPSE has agreed to provide all the funds requested to develop and implement this diploma, contingent on the program's approval by Senate and the University's Board of Governors. Total funding over the five-year period amounts to some \$780,000.

Recommendation

The SPPC endorses the proposal from the Continuing Education Division to introduce a Diploma in Aboriginal Child and Family Services.

Respectfully submitted,

Norman Halden, Chair
Senate Planning and Priorities Committee

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Aboriginal Focus Programs

Aboriginal Child & Family Services Diploma Delivery and Development - Five Year Subsidy Requirement Summary

* Delivery Site	Start Date	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			Totals		
		Development	# of Courses	Delivery	Development	# of Courses	Delivery	Development	# of Courses	Delivery	Development	# of Courses	Delivery	Development	# of Courses	Delivery	Development		
Winnipeg 1	Sept. 2001	-	4	(63,000)	-	6	(62,176)	-	6	(72,947)	-	3	(77,952)	-	-	-	-		
Dauphin 1	Jan. 2002	-	2	(12,911)	-	6	(26,893)	-	6	(23,980)	-	5	(19,741)	-	-	-	19		
Winnipeg 2	Sept. 2002	-	-	-	-	4	(12,976)	-	6	(4,706)	-	6	(5,655)	-	-	-	19		
The Pas 1	Jan. 2003	-	-	-	-	2	(14,013)	-	6	(27,774)	-	6	(26,741)	-	-	-	19		
Winnipeg 3	Sept. 2003	-	-	-	-	-	-	-	4	(12,976)	-	6	(4,706)	-	-	-	19		
Dauphin 2	Jan. 2004	-	-	-	-	-	-	-	2	(12,911)	-	6	(26,893)	-	-	-	16		
Winnipeg 4	Sept. 2004	-	-	-	-	-	-	-	-	-	-	4	(12,976)	-	-	-	14		
The Pas 2	Jan. 2005	-	-	-	-	-	-	-	-	-	-	2	(14,013)	-	-	-	10		
Winnipeg 5	Sept. 2005	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8		
Dauphin 3	Jan. 2006	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4		
	(18,160)	6	(75,911)	(30,459)	18	(116,058)	(23,659)	30	(155,294)	(11,453)	38	(188,677)	(11,453)	38	(152,953)	-	130		
																	(688,893)	(95,184)	

*** Possible delivery sites**

Notes:

- expenses are projected at 2000 - 2001 rates.
- intake at 36 students (attrition projected at 8% with continuous intake).
- projected income based on 32 students per course.
- instructor stipend based on an average of one and one-half instructors per course.
- tuition income based on 30/70 % split with faculties (70% to A/F/P) using 2000-2001 tuition rates.
- tuition cost per student is \$5,019 for full program (text books not included).
- one complete part-time study program takes three years.
- course development and course enhancement costs are included in the development budget.
- all of the coordinators salary is included in the first Winnipeg program (Sept. 2001 to Dec. 2005) at 40,000 per year.
- all of the coordinators salary is included in the Winnipeg program (Sept. 2005) at 40,000 per year.

Report of the Senate Planning and Priorities Committee on Activities, April 1, 2000 - March 31, 2001

Preamble

The Terms of Reference for the Senate Planning and Priorities Committee are found on pages 10.21 and 10.22 of the Senate Handbook (Revised, 1993).

Observations

1. Members for 2000-01 included:

Elected from Senate:

Prof. M. Bartell
Prof. E. Epp
Prof. M. Feld
Prof. M. Gabbert (Vice-Chair from Sept/00)

Prof. N. Halden (Chair from July/99)
Prof. L. Kaminski
Prof. P. Kaufert
Prof. S. Onyshko

Student Members:

Mr. F. Ali
Mr. B. Neill
Mr. R. Dhalla

Ex-officio Members:

Dr. R. Lobdell - designate for President
Mr. M. McAdam - Vice-President (Administration)
Ms. D. McCallum - designate for Vice-President (Administration) (as needed)

Dr. D.R. Morphy - Vice-Provost (Student Affairs)
Ms. K.C. Ogden - designate for Vice-President (Academic) and Provost

2. The work of the Committee is carried out by three subcommittees:

Programme and Curriculum Planning (chaired by L. Kaminski)
Space Planning (chaired by E. Epp)
Finance Planning (chaired by M. Bartell)

These subcommittees report to the full Committee which submits periodic written reports to Senate. In addition, the Chair makes an oral report to Senate at each meeting.

3. During the period April 1, 2000 to March 31, 2001 the following matters have been referred to the Committee and have been reported on to Senate:

Programme and Curriculum Planning area:

- a. Proposed Ph.D. Program in Natural Resources and Environment Management to be offered by the Natural Resources Institute;
- b. Proposal to convert the Diplomas in Oral and Maxillofacial Surgery and Periodontics to Masters' Degrees in Oral and Maxillofacial Surgery and Periodontics;
- c. Proposal for the third Year in the Bachelor of Environmental Design Program (program previously approved);
- d. Faculty of Dentistry Proposal to Reinstate the Department of Preventive Dental Science;
- e. Faculty of Graduate Studies Proposal to Change the M.Sc. Program in Rehabilitation from a Two-Year to a One-Year Program;
- f. Comments on a Report with Respect to Campus-Wide Technology Needs;

- g. Undergraduate Changes with Resource Implications or Course Additions Beyond Nine Credit Hours in the Faculties of Arts, Science, Engineering, and Education;
- h. Proposal from the Faculty of Agricultural and Food Sciences for an Option in Cooperative Education in their B.Sc. and Diploma in Agriculture Programs;
- i. Proposal from the Faculty of Science to Introduce a Biology Major;
- j. Proposal from the Faculty of Science for the Introduction of an Optional Minor in the B.Sc. Program;
- k. Proposal from the Faculty of Nursing for a School of Midwifery and a Four-Year Baccalaureate Degree in Midwifery;
- l. Proposal from the Faculty of Engineering to Introduce a Program in Manufacturing Engineering;
- m. Proposal from the Faculty of Arts to Offer a Minor in Catholic Studies;
- n. Proposed Revisions from the Faculty of Education for the Bachelor of Education and Post Baccalaureate in Education Programs;
- o. Proposed Revisions from the Faculty of Architecture to the Master of Interior Design Program; and
- p. Proposal from the Faculty of Arts and the School of Music to Create a B.A. (Advanced) in Music.

Space Planning area:

While the Space Planning Sub-Committee did not receive any proposals with respect to the siting of buildings, it has been consulted on a regular basis with respect to the developing Master Campus Plan.

Finance Planning area:

Members of the Finance Planning area have been involved with the Budget Advisory Committee on a regular basis, reporting to the full Committee. The Committee has had an opportunity to provide input (and has done so) on the University's budget at every step of the resource allocation process. Moreover, the Committee has had an opportunity to review and comment on the list of capital priorities.

- 4. In addition to these normal activities, the Committee:
 - a. was briefed and provided input on the Canadian Research Chairs program, together with The University of Manitoba's strategic research plan; and
 - b. had several discussions on becoming more active with respect to actual planning and prioritizing and anticipates being part of that process in the coming year;
- 5. I wish to thank the members who served on SPPC during the period covered by this report for their hard work, enthusiasm and dedication to the task - the committee tackled difficult issues this year. I want also to thank the Vice-President (Administration) for attending meetings and providing the committee with all pertinent information.

Respectfully submitted,

Norman Halden, Chair
Senate Planning and Priorities Committee

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Senate Committee on Curriculum and Course Changes	Prof. G. Robinson (R)	Science	31.05.04
	Prof. B. Dronzek (R)	Agricultural & Food Sciences	31.05.04
Senate Committee on the Ethics of Research involving Human Subjects	Prof. J. McCoshen	Medicine	31.05.04
	Prof. L. Spearman	Social Work	31.05.04
Senate Committee on Honorary Degrees	Prof. J. Cooper (R)	Medical Rehabilitation	31.05.04
	Dean R. O'Kell (R)	Arts	31.05.04
	Dean J. Gray	Management	31.05.04
Joint Senates Committee on Masters' Programs	Prof. M. Stern (R)	Arts	31.05.04
	TBA		31.05.04
Joint Senates Committee on Masters' Programs Appeals	TBA		31.05.04
	Prof. A. Sloane-Seale	Continuing Education	31.05.04
Senate Committee on the Libraries	Dean J. Wiens ¹	Education	31.05.04
	Dean D. Gregory	Nursing	31.05.04
	Prof. H. Heller	Arts	31.05.04
	TBA		31.05.04
Senate Planning and Priorities Committee	TBA		31.05.05
	TBA		31.05.05
Senate Committee on Rules and Procedures	Dean A. Percival	Continuing Education	31.05.04
Senate Committee on University Research	Dean D. Fuchs	Social Work	31.05.04
	Prof. R. Scarth	Agricultural & Food Sciences	31.05.04
	Prof. D. Thomson	Engineering	31.05.04

Respectfully submitted

B. Dronzek, Chair
Senate Committee on Nominations

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¹Incoming Dean

REPORT OF THE SENATE COMMITTEE ON NOMINATIONS

Preamble

1. Since last reporting to Senate, the Senate Committee on Nominations (SCN) met on Monday, June 4, 2001 to consider nominations to fill vacancies on the standing committees of Senate.
2. The terms of reference for the SCN are found on page 10.21 of the *Senate Handbook* (1993).

Observations

1. Below are listed all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

Recommendation

The SCN recommends to Senate the following list of nominees:

Committee	Nominees	Faculty/School	Term Ending
Senate Committee on Academic Computing	Dean D. Collins (R)	Pharmacy	31.05.04
	Prof. Michael Doob (R)	Science	31.05.04
	Prof. M. Brabston (R)	Management	31.05.04
	TBA		31.05.04
Senate Committee on Academic Freedom	Prof. M. Gabbert (R)	Arts	31.05.04
Senate Committee on Academic Review	TBA		31.05.04
Senate Committee on Admissions	Prof. G. Tabisz (R)	Science	31.05.04
	TBA		31.05.04
Senate Committee on Admission Appeals	Prof. N. Fetterman	Human Ecology	31.05.04
	TBA		31.05.04
Senate Committee on Animal Care	Prof. C. Taylor (R)	Human Ecology	31.05.04
	TBA		31.05.04
Senate Committee on Appeals	Prof. B. Stimpson (R)	Engineering	31.05.04
	Prof. M. Tobin (R)	Counselling Services	31.05.04
Senate Committee on Awards	Prof. B. Dronzek	Agricultural & Food Sciences	31.05.04
	Prof. W. Diehl-Jones (R)	Nursing	31.05.04
	TBA		31.05.04

In Memoriam
John S. Matthiasson

John Stephen Matthiasson, retired Professor of Anthropology and authority on the Inuit of Northern Canada, passed away on 16 June 2001 of mesothelioma in Gimli. Born 21 December 1936 in Randolph, WI, he received his early education in Winnipeg. He earned his B.A. from United College (now the University of Winnipeg) in 1959 and his Ph.D. from Cornell in 1967. John spent thirteen months in 1963 and 1964 living and hunting with Inuit people on Baffin Island, and returned many times since then. He was one of the last scholars to record Inuit society before the transition to living in the settlements. He was the author of *Living on the Land: Culture Change among the Inuit of Baffin Island* and of numerous other publications. He also conducted extensive fieldwork among Canadian First Nations peoples, and dedicated much of his life to increasing understanding of the issues facing native peoples in Canadian society.

John taught at Marquette University, the University of Saskatchewan and in Baden Baden, Germany, and was a professor at the University of Manitoba from 1967 until his retirement in 1997. At the University of Manitoba he was instrumental in creating the undergraduate and graduate curriculum in applied anthropology. His human engagement and gentle encouragement were appreciated by an exceptional number of graduate students, many of whom have gone on to successful careers in applied anthropology. After his retirement, John remained involved with the University of Manitoba as a Senior Scholar, and continued research, writing and work with graduate students.

A second-generation Icelandic-Canadian, during the latter portion of his career John turned his attention to research on Icelandic culture and on the lives of Icelandic-Canadian settlers and their descendants. John was an active member of the Icelandic-Canadian community, an editor of *The Icelandic Canadian*, and a member of the board of the New Iceland Heritage Museum.

John is survived by his son, Stephen Matthiasson; his daughter, Nancy Huntrods; four grandchildren, Harry and Kai Matthiasson, Crystal and Cynthia Huntrods; close companion, Bernice Lawrence; sister, Mary Rampton; and stepsisters, Evelyn Downey and Dorothy Purchase.



UNIVERSITY
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Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, June 27, 2001
1:30 p.m.

ADDENDUM TO AGENDA

IV REPORT OF THE PRESIDENT

1. President's Report 27 June 2001

/sgp

ACCESS Graduation

The annual celebration for graduates in the University's ACCESS Programs was held June 1, 2001. This was significant for two reasons. First the program celebrated the milestone of graduating more than 1000 students. Secondly, His Excellency John Ralston Saul, C.C., made a special trip to Winnipeg for the celebratory dinner. His Excellency is a passionate supporter of our ACCESS Programs and uses every opportunity in his many speaking engagements to promote the model of accessibility embodied in our programs. There are eight ACCESS Programs which "facilitate university studies at the degree level for persons who traditionally have not had the opportunity for such experience because of social, economic and cultural reasons, lack of formal education, or residence in remote areas". Over half of the physicians and engineers of Aboriginal ancestry in Canada are graduates of the University of Manitoba.

II. ACADEMIC MATTERS: Sample of Activities and Special Achievements

Faculties and Schools

Faculty of Agricultural and Food Sciences

- Dr. Digvir Jayas, Department of Bio-Systems Engineering and the Associate Vice-President (Research), will receive the John Clark Award from the Canadian Society of Agricultural Engineers (CSAE) at its annual meeting in Guelph. This award is given annually to a person for his/her outstanding work in industry, teaching, research or extension in the fields of electric power and process, energy or food engineering.
- Dr. Ed Tyrchniewicz, Department of Agricultural Economics, has been acclaimed as President-Elect of the Agricultural Institute of Canada and begins his term in July at the 2001 AIC meeting in Guelph.
- Mr. Peter A. Mills, the senior Laboratory Technician in the Animal Science Department, was awarded the Sigma Xi award for Support Staff. The award recognizes his work. Mr. Mills operates specialized equipment in the Nutrition Laboratory and he provides training to others on the use of the equipment. Because of Mr. Mills' expertise, it has been possible to do amino acid analysis for many outside organizations across Canada.

Faculty of Arts

- Dr. Rick Linden, Department of Sociology and Associate Dean of Arts, was named by the Manitoba Justice Department to head up a new Anti-auto Theft Task Force to monitor the implementation of changes announced to the Highway Traffic Act and to continue to explore other auto theft reduction options.

PRESIDENT'S REPORT 27 June 2001

My last report to Senate was submitted for its meeting on April 4, 2001. This report is organized into two sections. Part A deals with Academic, Research, Administrative and External matters. Part B is the President's Activity Report, which details external activities only. (A Part B Report was submitted to Senate at its May 9, 2001 meeting.)

PART A

I. GENERAL

Convocation

Four sessions of the 122nd Spring Convocation were held May 30-31, 2001. A fifth session was held at the Collège universitaire de Saint-Boniface on June 4, 2001. This year marked the fifth session of Spring Convocation at which I presided. It is interesting to note that 19,413 students have received their degrees and diplomas since I became President. It is always a pleasure to participate in Convocation to recognize formally the academic achievements of our students and acknowledge the support given to them by their families. Convocation also allows us to bear witness at each ceremony to the teaching and research achievements of academic staff. We also honour students, alumni and distinguished members of the external community through the granting of awards and honorary degrees.

The Chancellor

Spring Convocation marked the end of nine years of exemplary service to the University by Dr. Arthur Mauro as Eleventh Chancellor. A reception was held in his honour on June 22nd. We also extend a warm welcome to Dr. William Norrie, our Twelfth Chancellor. Chancellor Norrie will be formally installed at the October 17th Fall Session of Convocation.

Economic Development Winnipeg

As a member of the Advisory Committee of the Board of Directors of Economic Development Winnipeg (EDW), I am pleased to report that EDW has embraced the undeniable fact that post-secondary education institutions play an important role in the economic development of our city. While there has always been passive acknowledgment of this role, EDW has committed to promoting the links between economic competitiveness and post-secondary education with the release of the publication "*Community Leaders - Business Partners: Winnipeg Post-Secondary Education*".

- The Faculty of Arts has received an endowment gift of \$284,000 from the Fondazione Cassamarca to support the teaching of Italian language and literature. Cassamarca is a private foundation, chaired by the Hon. Dino De Poli, a prominent lawyer and politician, and a passionate supporter of Italian culture abroad. The foundation's mission includes the promotion and advancement of Italian culture and Latin humanism in the countries with major Italian migrant heritage. The Italian program has also had generous support of more than 185,000 over the last five years from the Italian Consulate and the Instituto di Cultura Italiano in Toronto.
- The Asian Studies Centre was recently awarded a grant of \$20,000.00 from the Japan Foundation. The grant, which is of a highly competitive nature, is for one year, with the possibility of renewal, and will help promote teaching and research of Japanese language and culture at the University of Manitoba.
- The Faculty of Arts recently honoured the winners of the 2000-2001 Faculty of Arts Graduate Student Teaching Excellence Awards. The three winners received a \$500 cheque and a certificate. The awards are made possible by the Arts Graduating Classes of 1943 and 1968 and the Dean's Office, and all graduate students in the Faculty who have responsibility for teaching a course are eligible. Award winners are selected from among the nominees by the Faculty of Arts Teaching Excellence Committee. This year's winners are: Tracy Nielsen, Department of Sociology; Gordon O'Connell, Department of Psychology; and Iryna Konstantiuk, Department of German & Slavic Studies.

Faculty of Education

- Professor Chris Chinien's, course, Program Planning in Adult Education, was selected by the WebCT Exemplary Course Project team for inclusion in their project. The course is one of 16 selected worldwide and represents the "gold standard" in higher education e-learning. Dr. Chinien joins a select group of faculty from the United States, Canada and Australia whose courses will be highlighted at the WebCT Conference in June, 2001.

Faculty of Engineering

- Chad Silverman, graduate student in Electrical and Computer Engineering, has been awarded the first Arthur Mauro Senior Student Award which commemorates the contributions Dr. Mauro has made to Investors Group Inc. This year, as an exception, the award is being shared with a nursing student, Simone Stenekes. Eligible students must have a minimum GPA of 3.5 during the past three years of undergraduate studies and in the first year of graduate studies, and must have made contributions to the university community and the community at large.

- The Conference Board of Canada selected the University of Manitoba network of ACCESS programs to receive the 2001 National Award for fostering Aboriginal Learning and Achievement. Congratulations to Program Director Randy Hermann. 35 students have graduated from ENGAP since its inception in 1985 (no comparable Program in Canada).

Faculty of Graduate Studies

- The Faculty of Graduate Studies held its 2nd annual Dissertation Awards Luncheon in April honouring two U of M Ph. D. graduates in the fields of Health Sciences and Natural Sciences and Engineering. Dr. Michael Czubryt (Health Sciences) and Dr. Stephen Pernal (Natural Sciences and Engineering) were given the prestigious Awards sponsored by the Faculty and the Alumni Association.

I. H. Asper School of Business

- Professor Reg Litz, Department of Marketing, applied and was selected to serve as one of 24 faculty who teach three courses on the prestigious "Semester at Sea" sponsored by the University of Pittsburgh. Dr. Litz will be spending part of his sabbatical teaching Small Business Management, Creativity and Entrepreneurship and Critical Trends and Contexts in International Business, on a round-the-world voyage. In all three courses he will be including itinerary-relevant materials. The ship leaves Vancouver at the end of August and arrives in Miami in early December.
- MBA MANITOBA students spent the last three weeks of May on an International Study Tour of Asia. The students visited Beijing and Shanghai in China and Seoul, Ulsan and Pusan in South Korea. The itinerary in each country included events at the Canadian Embassy and corporate site visits.
- The Asper School honoured students who have participated in international competitions at a reception. Students who were honoured included Tyson Caron, Jonathan Dyck, Thomas Harder and Jon Meltzer who won the \$15,000. (US) New Venture Creation Competition at the University of Oregon. Their project, judged the best of 80 other teams, uses MRS technology to detect colon-rectal cancer.

The Libraries

- The Neil John Maclean Health Sciences Library (NJMHSL) has launched the Consumer and Patient Health Information Services which provides information that enables patients and individuals to make informed health-care choices and participate in decision making with their health care givers. Through a University of Manitoba Major Outreach Award Grant, the service provides books, newsletters, brochures, reference service, and Internet resources.

- Walter Klymkiw was the choral conductor of the Ukrainian National Federation Choir, based in Winnipeg. The choir that he nurtured grew over the years, made recordings and developed an international reputation, with many concerts in Canada and abroad, including the Ukraine. His family has given his collection of Ukrainian music, choral music, and folklore to the University of Manitoba Libraries. The collection is rich in books, periodicals, scores, concert programs, audio visual materials and notes, notations, correspondence, and photographs that document the life's work of a man who focused on the Ukrainian choral tradition.
- Jan Horner, Coordinator, Collections Management, has been named Writer-in-Residence at the University of Western Ontario for the term, October 1, 2001 to March 30, 2002, as part of her Research/Study Leave. The primary function of the residency is to allow the writer to spend a substantial amount of time writing, and it also involves working with amateur writers one day a week. She is an internationally recognized and award-winning writer, poet, and author of three books of poems, *Elizabeth Went West* (Winnipeg: Turnstone Press, 1998), *Enraptured Mothers, Lost Brides* (Winnipeg: Staccato Chapbooks, 1996), and *Recent Mistakes* (Winnipeg: Turnstone Press, 1988).

Faculty of Medicine

- Evelyn Shapiro, The Department of Community Health Sciences, has been awarded the Medal of Honour of the Canadian Medical Association. This is the highest honour bestowed on a non-physician and is given for outstanding public service.
- The Department of Immunology has provided a workshop lab experience for students in the tissue culture course at Red River College. This provides them with practical experience in a research lab setting to complement their largely lecture based curriculum. This marks the ninth year of the program.

Faculty of Nursing

- From April 3-18 the Faculty hosted two visitors from West China University of Medical Sciences (WCUMS) in Chengdu, Sichuan. Professor Yin Lei is Dean of the School of Nursing, and Professor Li Jiping, Vice-Dean of the School of Nursing and Assistant Director of the Surgical Hospital. The School of Nursing at WCUMS has been involved in linkage projects with the Faculty of Nursing at the University of Manitoba since 1990, with funding from the Canadian International Development Agency (CIDA). The current project ended in May 2001. Under the auspices of CIDA funding, two undergraduate degree programs have been developed; one for students entering from high school and the second for certificate nurses. A new Master's degree in nursing has recently been initiated. The School of Nursing has also become the centre of excellence in nursing education in South-West China and is recognized for leadership in clinical teaching workshops, research, nursing administration and management strategies, and distance education expertise.

- On April 16 the Faculty hosted visitors from Japan who were interested in learning more about nursing in Canada. Accompanied by Bill Norrie, Honorary Consul-General of Japan, the delegation included Professor Kodama, Yasuyoshi Nakayama (liaison between Winnipeg and sister city Setagaya) and interpreter Yayoi Brandt. .
- Master of Nursing student, Simone Stenekes, was selected as one of two students to receive the first Arthur Mauro Senior Student Award which commemorates the contribution Dr. Arthur Mauro has made to Investors Group Inc.

Faculty of Science

- Dr. Norm Kenkel has been invited to join the Board of Editors of "Ecology" and Ecological Monographs"; two internationally respected periodicals.
- Dr. Bill Pruitt, Zoology, received an Honorary Doctor of Science Degree from the Memorial University in Newfoundland. Dr. Pruitt was instrumental in establishing the Gros Morne National Park, a UNESCO World Heritage Site. His subsequent work in environmental assessments into the proposed NATO flight training in Labrador and Eastern Quebec in the 1980's has been recognized as an important contribution to the development of environmental impact assessment methodology in the North.

III. RESEARCH MATTERS

Honours and Distinctions

- The University was awarded four Canada Research Chairs in the second round of the Canada Research Chairs Program (CRCP). Through the CRCP, the Government of Canada supports excellence in university-based research. Chairholders are world leaders, or rising research stars, in the natural sciences and engineering, health sciences, and social sciences and humanities.

Canada Research Chairs are of two types: Tier I Chairs (\$200,000 per year) are awarded for seven years (renewable upon successful review) to experienced researchers who are acknowledged by their peers as world leaders in their fields; and Tier II Chairs (\$100,000 per year), which are awarded for five years (renewable upon successful review) to researchers who are acknowledged by their peers as "rising stars" who have great potential to lead their respective fields.

The four University of Manitoba Canada Research Chair awardees are:

Tier I Chair:

- **Dr. Brian Hasinoff** (Professor of Pharmacy), Canada Research Chair in Drug Development.

- ▶ **Dr. Kent Hayglass** (Professor of Immunology), Canada Research Chair in Immune Regulation

Tier II Chairs:

- ▶ **Dr. Brian Cox** (Associate Professor of Psychiatry), Canada Research Chair in Mood and Anxiety Disorders; and
 - ▶ **Dr. Lorrie Kirshenbaum** (Associate Professor of Physiology), Canada Research Chair in Molecular Cardiology.
- Dr. Nicholas Anthonisen, Distinguished Professor of Medicine, has been appointed to the International Expert Panel as announced by The Royal Society of Canada. The purpose of the Panel is to review the impacts of investments in research infrastructure at Canadian universities, hospitals, colleges and not-for-profit research organizations. The panel will be looking at investments made by the Canada Foundation for Innovation (CFI) at these research institutions.
 - Dr. Henry Friesen, Distinguished Professor Emeritus, and Chair, Board of Genome Canada (Winnipeg), received the Gairdner Foundation 2001 Wightman Award for his leadership in Canadian research, especially the establishment of the Canadian Institutes of Health Research in Ottawa.
 - Mr. Sabin Shurraw, a medical student, received the Mason Guest Award for the Best Project in Physiology at the annual National Student Research Forum held in Galveston, TX. The three-day event is sponsored by the American Medical Association and includes medical students from across Canada, the United States and Puerto Rico. Mr. Shurraw is supervised by Dr. Larry Hryshko, Physiology and Canada Research Chair in Cardiac Electrophysiology.
 - Dr. Clarence Barber, Distinguished Professor Emeritus, and Dr. Carol Shields, Professor Emerita, will be invested into the Order of Manitoba in July, as announced by Lt. Gov. Peter M. Liba. Dr. Barber is acknowledged as one of Canada's most thoughtful and respected economists. His contributions track the historical circumstances and political context in which economic policy was formed. Dr. Shields has received wide acclaim for her novels, poetry, short stories and plays. She has received numerous awards for her writing, including the Pulitzer Prize and the Governor General's Award.
 - Dr. Digvir Jayas, Associate Vice-President (Research), received the 2001 Senior Scientist Award from the Manitoba Chapter of Sigma Xi, The Scientific Research Society, for an exceptional career in research. Dr. Jayas is renowned for his research in grain storage.
 - Dr. Michael Eskin, Foods and Nutrition, received the William J. Eva Award from the Canadian Institute for Food Science and Technology for his outstanding research and service.

- Prof. Barbara Rudyk, Learning Assistance Centre, and Dr. Jane Evans, Biochemistry and Medical Genetics, were honoured as two of ten women of distinction honoured at the 25th annual YMCA-YWCA Women of Distinction Awards ceremony.

Appointments

- Dr. Peter Cattini, Physiology, has been appointed as the Canadian Institutes of Health Research (CIHR) representative at the U of M. CIHR University Delegate positions are voluntary liaison posts designed to facilitate communication between the health research community of a particular university and its affiliated institutions and CIHR, including members of its Governing Council and the 13 Scientific Directors.

Research Funding Received

- Dr. Aftab Mufti, President, ISIS Canada has received notification that ISIS Canada has been renewed as a Network of Centres of Excellence (NCE) for a second seven-year funding cycle starting as of April 1, 2002. A total of \$12,800,000 has been awarded over the next four years. In addition, up to \$3,200,000 will be made available for years five to seven after a mid-term review.
- New Researchers at the U of M have secured \$886,446 in funding from the Canada Foundation for Innovation New Opportunities award category. They are as follows:
 - ▶ Dr. Gordon Glazner, Pharmacology, received \$200,872 to develop a four dimensional multiparameter imaging centre;
 - ▶ Dr. Robert Hoppa, Anthropology, received \$104,911 to establish a bioanthropology digital image analysis laboratory;
 - ▶ Dr. Nathan Lovejoy, Zoology, received \$122,637 to establish a laboratory for molecular systematic analysis of biodiversity; and,
 - ▶ Dr. Dagmar Svecova, Civil Engineering, received \$206,026 to create a research and development facility for renewal of infrastructure in Northern regions.
- Dr. Kue Young, Head, Community Health Sciences, was awarded \$400,000 per year for five years by the Canadian Health Services Research Foundation to establish a Regional Training Centre in conjunction with the University of British Columbia. The purpose of this Centre is to increase the availability of applied Master's and Ph.D.-level health services researchers, who are trained in a multi-disciplinary environment and able to respond to the research needs of policy makers. Health services research is an integrative activity that draws upon knowledge and methods from a variety of disciplines to examine use, costs, quality, accessibility, delivery, organization and financing of health care services.
- The University of Manitoba's Particle and Nuclear Physics Group received a three-year Major Equipment grant totalling \$280,000 from NSERC to construct a portion of a large

eight-sector aerogel Cherenkov detector to be used in the G0 (zero gravity) experiment. Construction is expected to take three years - to build and test a prototype and complete all of the eight sections in collaboration with TRIUMF and the Jefferson National Accelerator Facility.

- Dr. Gordon Goldsborough, Botany, received a two-year grant, totalling \$171,200, from Manitoba Hydro to conduct a detailed inventory of coastal wetlands of Lakes Winnipeg, Manitoba and Winnipegosis using remotely sensed data and to examine the responses of a coastal wetland to changes in fish access and water quality.
- The National Cancer Institute of Canada (NCIC) and the Canadian Breast Cancer Research Initiative (CBCRI) have awarded new grants to the following U of M researchers:
 - ▶ Dr. Janice Dodd, Physiology, received a three-year grant totalling \$339,827, supported by the NCIC Prostate Cancer Research Initiative with funds from the Canadian Cancer Society for her research entitled "Peroxisome proliferator-activated receptor gamma in prostate cancer progression: A site for dietary and therapeutic intervention."
 - ▶ Dr. Etienne Leygue, Biochemistry and Molecular Biology, received a three-year grant totalling \$329,936, supported by the Canadian Breast Cancer Research Initiative for the project entitled "SRA related molecules in normal and tumor breast tissue: expression and functional analysis."
 - ▶ Dr. Leigh Murphy, Biochemistry and Molecular Biology, received a three-year grant totalling \$387,177, supported by the Canadian Breast Cancer Research Initiative for the project entitled "Role of estrogen receptor-beta in both normal and neoplastic human breast tissue."
- Dr. Ruth Berry, Family Studies, received a one-year grant totalling \$123,898, from the Ontario Problem Gambling Research Centre to conduct research on "Women's Experiences of Gambling and Problem Gambling."
- The Center for Higher Education Research and Development received \$104,000 from the Ford Foundation for a project entitled "Specialists Workshop on Globalization, Trade Liberalisation and Higher Education." The grant is for the Centre to run a week long interdisciplinary workshop in September aimed at exploring linkages between globalization, trade liberalization and higher education. Invited participants are recognized scholars in these areas from the major regional trading blocks: Asia, Europe and North America.
- The University, through the Office of the Vice-President (Research) received \$1.7M in funding from Western Economic Diversification to support innovative projects that focus

on economic development opportunities. The funds provided are in support of four Canada Foundation for Innovation (CFI) projects (the establishment of a grain storage and research handling facility; the establishment of two new core research facilities in the Brodie Centre; the establishment of a Centre for Architectural Structures and Technology) and the establishment of a high performance computing facility available to all researchers and off-site users.

Special Events

- On April 26th, the Grand Opening of the Manitoba First Nations Centre for Aboriginal Health Research (CAHR) was held in the Basic Medical Sciences Building. The CAHR is a joint initiative of the Assembly of Manitoba Chiefs, the Faculty of Medicine, and the Foundations for Health. The mission of the CAHR is to initiate, coordinate and support research activities designed to assist First Nations and Aboriginal communities and organizations in their efforts to promote healing, wellness and improved health services in their communities. The research program will integrate scientific and traditional aboriginal approaches to producing new knowledge about health and health care in First Nations and Aboriginal communities.
- On May 9th, the University Industry Liaison Office (UILO) participated at the Invest Manitoba's 6th Annual Venture Showcase, an event coordinated by the Economic Innovation Technology Council (EITC). Invest Manitoba is an event that connects entrepreneurs with investment and business opportunities. It was here that UILO unveiled the first four companies launched through its VentureBox program. It was the first time University of Manitoba high-tech and biotech start-up opportunities had been featured at an event such as this. The four initial VentureBox technologies presented were: Brasitar Biotechnology Ltd., a urine test for cancer, First Choice Health Products Inc., an Olive oil competitor product, MyoNova Medical Inc., a muscle building compound, and teraPAC Systems Ltd., an internet protocol for faster downloads.

UILO participated as a room sponsor at Invest Manitoba Venture Showcase. As a sponsor, UILO had its own presentation room called the University of Manitoba Start-Up Room, where presentations were given on VentureBox, Brasitar, MyoNova, First Choice, and teraPAC. As well, the UILO display booth was set up in the tradeshow area, where promotional materials on UILO, VentureBox and the four technologies were handed out.

Approximately 350 people passed through the tradeshow and participated in the various presentations given. Other sponsors and tradeshow exhibitors included a number of law firms, banks, management consulting groups, venture capital companies, information technology companies, among others.

IV. ADMINISTRATIVE MATTERS

- Three steering committees are coordinating the development of the renewal/upgrades to the major systems supporting the university's operations - Human Resources, Financial Information, and Student Information. The Human Resources group has completed the evaluation of external vendors and has selected the supplier to replace the Human Resource system, and has just completed the fit analysis relative to that product. Both the Financial and Student Information teams are in preliminary phases of analysis.
- Several construction sites have sprung up around both the Bannatyne and Ft. Garry campuses. This summer is the first construction season of our five-year program of capital renewal and enhancement at both locations. Of note are the development of the dentistry simulation laboratories at Bannatyne, and the second phase of development of the chiller plant and the replacement of the old chillers with new, chillers containing more environmentally sensitive refrigerants.
- The budget approved by the Board at its April 24 meeting has been finalized within all departments and faculties, and full details on the budget are available on the University's website.
- The second comprehensive report on the operations of the University's Strategic Initiatives Fund has been circulated to all Deans and Heads, and has also been made available to all members of our community on the University's website. The Fund is designed to capture vacant academic positions arising through retirement or resignation, for example, in order that these positions may be reallocated strategically as part of the University's resource allocation process.
- In 1998 an economic impact study was conducted that reported on the economic impact of the University of Manitoba. This 1998 study is now being updated with 2001 data, and is expected to be completed by early fall.
- The fourth Campus Beautification Day was held May 25th. Over 800 staff, students, faculty and retirees volunteered to help beautify the Fort Garry and Bannatyne campuses. This was a great turn-out of volunteers to "rake, sweep, weed and plant". The leadership provided by Physical Plant staff and the support of the Canadian Auto Workers, made the day a huge success.
- "My UMinfo", an Internet Portal gives students one step access to their marks, class schedule, fee schedule, textbook list, and the latest news. The program, developed by Information Services and Technology, essentially gives students their own web page. Previously, students, like students at most other universities, could access such information but would have to view several web pages in sequence to access it.

V. EXTERNAL MATTERS

Alumni Affairs

- Russell Medvedev is the new Manager of Marketing and Communications for the Alumni Association.

The Alumni Association co-sponsored two projects with the University:

- ▶ “Scholars’ Night” to recognize the outstanding graduates of the Class of 2001; and
- ▶ The Distinguished Dissertation Award

- The Alumni Association hosted a post-trip reunion for the 26 alumni who traveled to Portugal in March 2001 with the All-Manitoba Alumni Travel Program. The Program is a partnership among the Alumni Association of the University of Manitoba, the University of Winnipeg and Brandon University. It offers group travel to alumni 55+, their family and friends and to retired staff.
- A reception for graduates in Hong Kong was hosted by President Szathmáry and Mabel Lee, President of the Alumni Association. The April 27th reception was attended by more than 120 graduates. The graduates expressed appreciation for the University’s renewed commitment to increasing communication with our graduates in Hong King.

Public Affairs

- The summary of media relations since the last report indicates 10 *Winnipeg Free Press* articles and 208 total print articles. There was very good *Winnipeg Free Press* coverage of Spring Convocation, including a front page story with photo, full inside page, a listing of all award winners, and two additional photos. Global and CBC television also provided excellent coverage.
- Several items have received international and national media coverage, including AIDS research (*Washington Post*) and mosquito repellents (*Boston Globe*).
- Improvements to *the Bulletin* have continued including the addition of inside color.
- The newsletter produced by the University I office has been selected as an outstanding Publication Award winner as part of the 2001 National Academic Advising Association’s National Awards Program. The Association has 6000 members.
- Marketing initiatives include:
 - ▶ a series of full-page color ads in *The Hub*, the magazine of the Winnipeg Chamber of Commerce;
 - ▶ the continuation of “Striving for Excellence” on CKY-TV; and the development of an interactive website;

- ▶ recruitment ads in *Kenora Daily Miner*, *Youthtime*, *Globe and Mail*, Hobson's Canada
- ▶ a coordinated integrated marketing campaign on billboards across the city; and
- ▶ a coordinated transit marketing campaign

Private Funding

- Campaign Update

Momentum is building as preparations continue for the fanfare of the public launch of Building on Strengths: Campaign for the University of Manitoba, planned for late November. This collaborative effort arises from the Building on Strengths Strategic Planning document adopted by the Board on June 25th, 1998. It is based on an extensive institution-wide needs assessment and encompasses all faculties, schools, units and colleges in an effort to attract unprecedented levels of private investment to support identified priorities at the institutional and unit levels. The campaign will build on the commitment from the Province of Manitoba to provide \$50 million toward infrastructure renewal over the next five years.

Under the leadership of Campaign Chair, David Friesen, Chairman of Friesens Limited, many volunteers have been recruited to make personal solicitation calls on potential donors on behalf of the university or a particular unit. In addition, over 100 volunteers have already been recruited to support the Engineering and Information Technology Complex Campaign and the I.H. Asper School of Business Campaign. Recruitment is just getting underway in several other units. Every effort is being made to ensure that each prospect is matched with the volunteer who can most effectively make the case for a significant commitment to the campaign.

Many potential donors who have strong linkages to the university and the capacity to make the largest gifts to the campaign have already been approached and are considering their commitments. As well, two successful events have taken place: one hosted by Jim and Sandra Pitblado in their home in Toronto on May 7th and the second held at the Palliser Hotel in Calgary on May 17th for graduates of Geological Sciences in support of the Ed Leith Cretaceous Menagerie Project. The latter resulted in several significant gifts that brought the campaign to 72% of its goal of \$300,000.

- Once again the University of Manitoba far exceeded the funds available to match private donations for student support through the Manitoba Scholarship and Bursary Program (MSBI) funded by the Manitoba government. Total donations for student support for fiscal 2000-2001 were \$3,461,179., matched by MSBI funds totaling \$2,407,321.
- The Department of Private Funding was recently awarded the Canadian Council for the Advancement of Education PRIX D'EXCELLENCE Gold Medal for Best Prospect Research. The PRIX D'EXCELLENCE is the prestigious annual awards program of the Canadian Council for the Advancement of Education, which recognizes outstanding

achievement in alumni affairs, public affairs, development, student recruitment and overall institutional advancement.

Development Communications and Special Events

- The 40-page 2000 Annual Report to Donors was published and has been mailed to all donors to the University of Manitoba - approximately 12,000.
- A workshop was held on May 8th in the Faculty of Medicine outlining the information needed to write a successful proposal on establishing a chair. Those in attendance included the Dean of Medicine and several researchers.
- Two events were coordinated related to the University's relationship with the Government of Iceland: the signing of an agreement extending Iceland's support for the Icelandic Collection (April 25th), and a welcome luncheon for the first Ambassador from Iceland (June 18th).

PART B - Notable Events (External)
Emőke J. E. Szathmáry

April 22, 2001 - June 20, 2001

Monday, April 24, 2001

- Meet with University Benefactor

Friday, April 27, 2001

- Meet with Professor Chia-Wei Woo, President and Professor Michael M. Loy, Dean of Science, Hong Kong University of Science & Technology
- Meet with Colin Russell, Consul General of Canada in Hong Kong
- Host reception for Hong Kong Alumni

Saturday, April 28, 2001

- Attend lunch as guest of Dr. Li Ka-shing, 2000 I.D.E.A. recipient
- Act as City of Winnipeg Ambassador, at request of Mayor Glen Murray, to present Honorary Citizenship Scroll to Dr. Li Ka-shing

Wednesday, May 2, 2001

- Meet with David Chartrand, President, Manitoba Metis Federation and his assistant, Cynthia Kolada

Thursday, May 3, 2001

- Present remarks at the Manitoba Medical Service Foundation Annual Awards Reception
- Attend reception for Annual Meeting of the National Association of University Board Chairs and Secretaries

Friday, May 4, 2001

- Introduce keynote speaker, Dr. Marsha Hanen, at the National Association of University Board Chairs and Secretaries Annual Meeting
 - Present remarks at University of Manitoba Aboriginal Alumni Reunion Banquet
- Saturday, May 5, 2001

- Address graduates at ACCESS PowWow

Monday, May 7, 2001

- Meet with Capital Campaign Honorary Member Jim Pitblado
- Attend dinner in Toronto hosted by Jim & Sandra Pitblado to review Capital Campaign

Tuesday, May 8, 2001

- Meet with Chuck Winograd, President & CEO, RBC Dominion Securities (Toronto)
- Meet with John Hunkin, Chairman & CEO, CIBC, (Toronto)

Thursday, May 10, 2001

- Chair meeting of Minister of Health's Advisory Committee on Diabetes

Monday, May 14, 2001

- Chair meeting of Council of Presidents of Universities in Manitoba
- Meet with Klaus Thiessen, President & CEO, Economic Development Winnipeg

Tuesday, May 22, 2001 and Wednesday, May 23, 2001

- Participate in Canada-Japan University Presidents' Round Table
- Present a paper on the promotion of academic exchanges between Canadian and International Universities
- Attend reception for graduates from Canadian universities participating in the Round Table, hosted by the Canadian Ambassador

Monday, May 28, 2001

- Attend St. Boniface General Hospital Board meeting
- Attend Annual Meeting and Dinner of J.W. Dafoe Foundation

Wednesday, May 30, 2001

- Host Convocation Lunch , 37 King's Drive
- Host Convocation Dinner, Beausejour Room

Thursday, May 31, 2001

- Host Convocation Lunch, 37 King's Drive
- Attend Scholar's Night Dinner (to honour gold medalists)

Friday, June 1, 2001

- Provide remarks at ACCESS Program Graduation Dinner

Sunday, June 3, 2001

- Attend University of Winnipeg Convocation ceremony

Monday, June 4, 2001

- Meet with Tim Toyne Sewell, Director, London Goodenough Trust

Tuesday, June 5, 2001

- Attend lunch in support of post-secondary educational institutions in Winnipeg hosted by Economic Development Winnipeg, Winnipeg Chamber of Commerce and The Winnipeg Foundation

Wednesday, June 6, 2001

- Participate in C D. Howe Institute Policy roundtable
- Participate in presentation by each of the University's Vice-Presidents to Young Presidents' Organization/World Presidents' Organization.
- Provide remarks on the role of an Academic President and compare similarities and differences between the academic presidency and for-profit corporate CEOs.
- Attend dinner of Young Presidents' Organization /World Presidents' Organization

Thursday, June 7, 2001

- Present remarks and present medal and certificate at I.D.E.A. Dinner for Mr. Edward S. (Ted) Rogers

Friday, June 8, 2001

- Participate as keynote speaker at "Ethical Challenges for Research in the New Genetics", Bannatyne Campus
- Meet with Dr. J. Burns, Deputy Chairman, Power Corporation. Ms. E. Goldie, Vice-President (External) attended the meetings as well.
- Present remarks at Association of Canadian Archivists Annual Meeting

Monday, June 11, 2001

- Chair meeting of Council of Presidents of Universities in Manitoba

Tuesday, June 12, 2001

- Meet with Mr. William Fraser, President & CEO, Manitoba Telecom Systems, accompanied by the Vice-President (External) and Deans Doug Ruth and Jim Jamieson

Monday, June 18, 2001

- Receive the degree Doctor of Laws (honoris causa) from the University of Toronto
- Attend dinner hosted by President R. Birgeneau, University of Toronto, Chancellor H. Jackman, University of Toronto, and President R. Alway, University of St. Michael's College

Tuesday, June 19, 2001

- Attend reception hosted by the Department of Anthropology, University of Toronto
- With Elaine Goldie, Vice-President (External), call on Mr. J. Hunkin, President and CEO of the CIBC

Wednesday, June 20, 2001

- Bring greetings at the University of Manitoba Alumni Association's Annual General Meeting