

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, June 26, 2002
1:30 p.m.

AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Senate Committee on
Medical Qualifications re Dr. Neil Berrington Page 17

Note: Dr. Berrington's *Curriculum Vitae* is available for inspection by members of Senate in the Office of the University Secretary, 312 Administration Building on the Fort Garry Campus and in the Deans' Office, Faculty of Medicine on the Bannatyne Campus.

2. Report of the Senate Committee on Curriculum
and Course Changes Page 18

3. Reports of the Faculty Council of Graduate Studies
re Course Changes:

- | | | |
|----|---------------------------|---------|
| a) | Geological Sciences | Page 19 |
| b) | Human Nutritional Science | Page 20 |
| c) | Medical Rehabilitation | Page 21 |
| d) | Nursing | Page 23 |
| e) | Political Studies | Page 24 |

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 25
2. In Memoriam - Librarian Gregory John Wilton Page 38
3. Equity Services Annual Report 2001 Page 39

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 15, 2002**

VII BUSINESS ARISING FROM THE MINUTES

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

1. Report of the Senate Executive Committee Page 71
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. Proposal from the Faculty of Dentistry to Introduce a
Bachelor of Science in Dental Hygiene Program Page 72
 - a) Report of the Senate Committee on
Curriculum and Course Changes Page 84
 - b) Report of the Senate Planning and
Priorities Committee Page 91
2. Report of the Senate Committee on Curriculum and
Course Changes re revisions to the Respiratory Therapy
Baccalaureate Program Page 94
3. Report of the Senate Committee on Admissions
concerning a proposal from the Faculty of Human Ecology Page 100
4. Report of the Senate Committee on Admissions
concerning a proposal from University 1 on the
establishment of a new admissions option for University 1 Page 101
5. Report of the Senate Committee on Admissions
concerning a proposal from University 1 on the
establishment of specific subject entrance requirements
for Ontario high school applicants Page 106

X ADDITIONAL BUSINESS

XI ADJOURNMENT



UNIVERSITY
OF MANITOBA

Faculty of Medicine March 25, 2002

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

Dear Ms. Sawicki:

Re: Dr. Neil Berrington

The abovenamed South African physician was considered at the Senate committee on Medical Qualifications on October 1, 2001. Present at the meeting were:

Dr. Alec Chochinov
Dr. Bill Pope
Dr. Samia Barakat
Dr. Bryan Kirk
Dr. Gerry Bristow as Chair

The agenda had been previously discussed and proposed actions agreed to by Professor Karen Ogden. After full discussion of his C.V., letters of reference, experience and the results of the personal meeting held with G. Bristow, Dr. Neil Berrington, was approved for registration and licensure under Section 64 of the Medical Act with practice limited to Neurosurgery. It was decided to initially register and license Dr. Berrington for up to one year under Section 5 of the regulations of the College of Physicians and Surgeons of Manitoba. This would give both the department and Dr. Berrington ample opportunity to determine whether there is mutual interest in a long term commitment for Dr. Berrington.

Dr. Berrington has now completed approximately six months practice at the Health Sciences Centre as a Neurosurgeon. As both Dr. Berrington and the Section of Neurosurgery are mutually satisfied with the outcome of this period and desirous of a long term commitment to the University of Manitoba, Faculty of Medicine I would ask that the Senate approve registration and licensure of Dr. Neil Berrington under Section 64 of the Medical Act with practice limited to neurosurgery.

Sincerely,

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

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Received

MAR 26 2002

University Secretariat

June 5, 2002

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 considered a course introduction proposal from the Faculty of Arts and College Universitaire de Saint-Boniface.

Observations

1. The Faculty of Arts Course and Program Approvals Committee received a request from College Universitaire de Saint-Boniface for the introduction of course 099.111F Introduction à l'université, a three credit hour course to be effective in September, 2002, and is recommending its approval.
2. In essence, this course is a French-language version of 099.111 Introduction to the University, a previously approved course that is regularly offered.
3. The Alfred Monnin Library has indicated its support for the introduction of this course and is satisfied that it can support the bibliographic needs of the course.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends that course 099.111F, as outlined below, be approved by Senate.

Respectfully submitted,

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

/jml

1. Faculty of Arts / College Universitaire de Saint-Boniface

Course to be introduced:

099.111F Introduction à l'université (3) **+3**

Cours offert sous forme de séminaire dont le but est de faciliter la transition entre le secondaire et l'université. Développement des connaissances, des compétences et des attitudes nécessaires pour bien réussir les études universitaires. Un maximum de 30 inscriptions par section. Offert seulement aux étudiantes et aux étudiants qui ont complété moins de 12 crédits.

Net change in credit hours: +3

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 made the following recommendation regarding the introduction and deletion of courses in the Faculty of Science.

Observations

1. There are three courses to be introduced and three courses to be deleted in the department of Geological Sciences.
5. The Faculty of Science approved the course changes.
6. A statement of Library support was included with the proposed courses and stated that the University of Manitoba Libraries has the resources to support all three course proposals.
7. Reasons for the course 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 changes as indicated below.

Courses to be deleted: 007.724 Geomagnetism, Paleomagnetism, Rock Magnetism (3)
 007.725 Advanced Applied Geophysics (3)
 007.727 Geophysics Seminar (3)

Reasons for the deletions: Courses will be replaced with the introduction of three new courses to be delivered by a new faculty member with expertise in Geophysics.

Course to be introduced: 007.7xx Evaporite Sedimentology (3) Lectures and seminars on evaporite sedimentology, including depositional environments, diagenesis and stratigraphy of evaporitic sequences. One week field trip immediately before or during fall term required.

Course to be introduced: 007.7yy Electromagnetic Methods in Geophysics (3) Examination of the theory and application of electromagnetic methods in geophysics. Topics include: electrical properties of earth materials, review of EM methods, Em theory for layered media, EM responses of simple structures and case studies.

Course to be introduced: 007.7zz Environmental Geophysics (3) Examination of the application of geophysics to environmental targets. Topics will vary according to student interest and may include aspects of new-surface geophysics, engineering geophysics, geophysics of global climate change and geophysical risk assessment.

Reasons for the introductions: Replacing three geophysics courses being deleted.

Net Change: 0 Credit Hours

Endorsed by Faculty Council of Graduate Studies May 23, 2002

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

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

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies received information regarding a course introduction Faculty of Human Ecology and made the following recommendation.

Observations

1. There is one course to be introduced in the Department of Foods and Nutrition.
2. The Faculty of Human Ecology approved the course introduction.
3. A Statement of Library support was included with the course proposal.
4. 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 change as indicated below.

Course to be introduced: 030.7xm Theoretical Approaches to Dietary Change Interventions (1.5). Theoretical approaches to dietary behaviour change and critical analysis of their application in nutrition intervention programs for individuals and populations.

Reason for new course: This course was part of the introduction of several 1.5 credit hour courses and complements the addition of courses to the department's graduate program.

Net Change: +1.5 credit hours

Endorsed by Faculty Council of Graduate Studies, November 8, 2001

Comments of the Senate Executive Committee:

Senate Executive Committee endorses
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 made the following recommendation regarding the introduction and deletion of courses in the Faculty of Medicine.

Observations

1. There are three courses to be introduced and two courses to be deleted in the School of Medical Rehabilitation.
2. The Faculty of Medicine approved the course changes.
3. A statement of Library support was included with the proposed courses and stated that the University of Manitoba Libraries has the resources to support all three course proposals.
4. Reasons for the course change accompanies 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 changes as indicated below.

Courses to be deleted: 068.703 Respiratory Management (3)
 068.704 Pediatrics General (3)

Reasons for the deletions: The courses have not been offered in five years and the Department no longer has the expertise to deliver the courses.

Course to be introduced: 068.7xx Independent Study (6) Students complete an in-depth study of evidence for practice in an area of interest. Students will work with an assigned faculty advisor to define and evaluate a particular area of interest in rehabilitation practice, particularly in occupational or physical therapy.

Reasons for the introduction: Will increase the possibilities for study of practice related issues in medical rehabilitation. It will provide relevant course content for students pursuing an MSc Rehab degree. The course will offer advanced content that is intended to attract practicing professionals who want to pursue graduate studies and advance their knowledge relative to their practice in occupational or physical therapy.

Course to be introduced: 068.7xy Theoretical Foundations of Occupational Therapy (3) An in-depth study of the theory base in Occupational Therapy. The focus of the course is models of occupation and their impact on occupational therapy practice. *Prerequisite:* Previous degree in Occupational Therapy.

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

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

Reasons for the introduction: Will increase the possibilities for advanced study in occupational therapy. It will provide relevant course content for students pursuing an MSc Rehab degree. The course will offer advanced content that is intended to attract practicing professionals who want to pursue graduate studies and advance their knowledge related to the discipline.

Course to be introduced: 068.7xz Facilitating Client-Centered Processes (3) A Theory and practical course designed to develop an advanced understanding of the principles of client-centered practice. The course will focus on the development of the requisite knowledge, skills and attitudes to evaluate and implement client-centered approaches and facilitate environments conducive to client-centered practice.

Reasons for the introduction: Will increase the possibilities for study of practice related issues in medical rehabilitation. It will provide relevant course content for students pursuing an MSc Rehab degree. The course will offer advanced content that is intended to attract practicing professionals who want to pursue graduate studies and advance their knowledge relative to their practice in occupational or physical therapy.

Net Change: +6 Credit Hours

Endorsed by Faculty Council of Graduate Studies May 23, 2002

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

23

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

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies met on January 21, 2002 and made the following recommendation regarding the introduction and deletion of courses in the Faculty of Nursing.

Observations

1. There are two courses to be deleted and one course to be introduced.
2. The Faculty Council of Nursing approved the course change.
3. A statement of Library support accompanied the course introduction.
4. Reasons for the course changes accompany the course number and title, which are included below.

Recommendation

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

<u>Courses to be deleted:</u>	049.712 Advanced Perinatal Nursing I (3) 049.713 Advanced Perinatal Nursing II (3)
<u>Reason for the deletions:</u>	Narrow scope of the courses has led to diminishing enrolment in this nursing major.
<u>Course to be introduced:</u>	049.7xx Woman, Child, and Family Health: Nursing Perspectives (6) Detailed study of the theory, concepts, current research and nursing care related to the health needs of women, children and their families. Students will focus their theoretical learning and clinical practice within selected areas of woman, child or family health. Clinical management of selected clients is an integral part of the course. <i>Offered in 200X and alternate years thereafter.</i>
<u>Reason for the introduction:</u>	Replacing 049.712 and 713 and will have a broader focus.

Net Change: 0 Credit Hours

Endorsed by Faculty Council of Graduate Studies May 23, 2002

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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

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

Preamble

The Programs and Planning Committee of the Faculty of Graduate Studies made the following recommendation regarding the introduction of a course in the Faculty of Arts.

Observations

1. There is one course to be introduced in the department of Political Studies.
2. The Faculty of Arts approved the course change.
3. A statement of Library support was not required as the proposed course is a directed readings course.
4. Reasons for the course change accompanies 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 change as indicated below.

Course to be introduced: 019.7xx Directed Readings in Politics (3) An independent reading and/or research course on a selected topic in political studies, undertaken and arranged in consultation with the prospective instructor, upon the approval of the Graduate Committee.

Reason for the introduction: A 6 credit hour directed readings course currently exists but in the past many students have needed to fill only 3 credit hours. This has been particularly true of the Joint MPA whose course requirements include a greater number of 3 credit hour courses. Additionally, the 3 credit course provides a greater measure of flexibility for both students and faculty members to address topics of specific interest to both that may not warrant the devotion of a full 6 credit hours.

Net Change: +3 Credit Hours

Endorsed by Faculty Council of Graduate Studies May 23, 2002

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

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

Report of the Senate Committee on Awards respecting Awards

Preamble

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

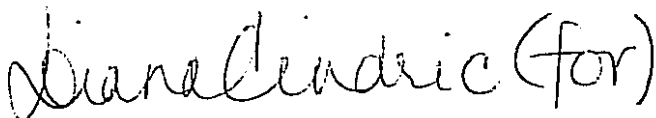
"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended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

At its meeting on May 24, 2002, SCOA reviewed 14 new awards offers and 11 award amendments and reports as follows.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 13 new awards (one removed due to a request by the donor contact for further revisions) and 11 award amendments as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated May 24, 2002). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

A handwritten signature in cursive script that reads "Diana Cindric (for)".

Professor R. Baydack, Chair
Senate Committee on Awards

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

APPENDIX "A"

OFFERS

MEL P. MICHENER ARCHITECTURAL FELLOWSHIP

In honour of Mr. Mel P. Michener and his life-long contributions to the firm, LM Architectural Group has established an endowment fund at the University of Manitoba. Mr. Michener and his wife have also made a substantial contribution to this fund, as has the Manitoba Scholarship and Bursary Initiative.

This fund in Mel Michener's honour shall provide an annual fellowship, first offered in the winter of 2002-2003. The first fellowship shall be valued at \$1000 through an additional gift from LM Architectural Group. In future years, the fellowship will be valued at the available annual income from the fund. The fellowship shall be offered to a student who:

- (1) is enrolled full-time in the Master of Architecture program in the Faculty of Graduate Studies at the University of Manitoba;
- (2) has completed the required course work toward the degree and has achieved a minimum cumulative grade point average of 3.25 on these courses;
- (3) has begun to conduct research toward a Master thesis;
- (4) demonstrates the skills necessary to become a leader in the profession of architecture.

If, in the future, the program for which this fellowship is designated ceases to exist, the terms of the fellowship will be amended (in consultation with LM Architectural Group, if possible) to best meet the original intent and purpose of the fellowship.

The selection committee for this particular fellowship shall be named by the Dean of the Faculty of Architecture and shall include one representative of the LM Architectural Group, as designated by the firm each year.

SUSAN WRIGHT BELL AWARD FOR THE STUDY OF
DEVELOPMENTAL DISABILITIES

A donor who wishes to remain anonymous has established an endowment fund in honour of Susan Wright Bell, a friend with a developmental disability. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to this fund. The purpose of the fund is to provide scholarship support to students undertaking study in the area of developmental disabilities.

Each year, beginning in 2003, an award valued at the available annual income from the fund (initially approximately \$5,000) shall be offered to a student who:

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

- (1) is enrolled full-time at the University of Manitoba, in the Faculty of Medicine as an undergraduate student or as a postgraduate student in the Family Medicine Residency program and is undertaking or has proposed to undertake study in the area of developmental disability;

or full-time in a graduate program in the Faculty of Graduate Studies in the Department of Psychology and is undertaking or has proposed to undertake study in the area of developmental disability, specifically at the St. Amant Centre in Winnipeg; and

- (2) is judged by the selection committee as the applicant who shows the greatest promise as a researcher/practitioner in this area on the basis of the following criteria:
 - (a) the chosen study will provide a deeper knowledge and understanding of the chosen topic;
 - (b) there is high potential for sharing the study findings with others (applicants will be required to indicate in their application how they intend to share their findings with academic and public audiences);
 - (c) there is an assurance of demonstrated qualified and accessible mentoring and supervision (applicants will provide the name, title, and affiliation of the study supervisor and a letter of support from the supervisor which will indicate how the supervisor proposes to be accessible to the applicant for the period of the study);
 - (d) the proposal demonstrates thoroughness in its preparation;
 - (e) there is a declared commitment by the applicant to pursue work in the area of developmental disabilities as a significant component of his/her future career.

The call for applications will be made in early spring each year, with a deadline date of around May 30. Advertising will be conducted by the Department of Family Medicine at the University of Manitoba. This Department will collect all applications and will convene the selection committee.

The selection committee shall be convened by the Head of the Department of Family Medicine (who will serve as chair), and will include the Associate Dean of Research of the Faculty of Medicine, the Associate Dean for Undergraduate Education in the Faculty of Medicine, the Chair of the Research Committee of the Manitoba College of Family Physicians, the Director of Research at St. Amant Centre, the Director of Postgraduate Medical Education in Family Medicine, and the Chair of Graduate Studies in Psychology (or their designates). A majority

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shall constitute a quorum.

ROBERT R. HALL, Q.C., BURSARY IN LAW

Dr. Monty Hall has established an endowment fund at the University of Manitoba in honour of his brother, Robert R. Hall, Q.C.. The Manitoba Scholarship and Bursary Initiative has also made a contribution to this fund. The available annual income from the fund shall provide bursaries starting in the 2003-2004 academic session. The number and value of bursaries shall be determined each year by the selection committee.

These bursaries shall be offered to students who:

- (1) are enrolled full-time in the first year of study in the Faculty of Law at the University of Manitoba;
- (2) achieved high standing (at least a 3.0 cumulative grade point average, or equivalent) on courses used for admission to the Faculty of Law;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

MEXICO RECRUITMENT SCHOLARSHIPS IN GRADUATE STUDIES

The Faculty of Graduate Studies at the University of Manitoba offers a series of up to 10 scholarships, each valued at \$2000, to students entering the Faculty of Graduate Studies from Mexico. The first scholarships shall be offered in the 2002-2003 academic session. A scholarship shall be offered to each student who:

- (1) is one of the first 10 students from Mexico to register full-time in any program in the Faculty of Graduate Studies in a given regular session;
- (2) has achieved a minimum grade point average of 3.5 (or equivalent) on the last 60 credit hours of study (or equivalent) prior to being admitted to the Faculty of Graduate Studies;
- (3) enrolls for the first year of the chosen graduate program in the year in which the scholarship is tenable.

The scholarships will be available to the recipients after the completion of the first term of the regular session, in order to provide assistance with the payment of second term tuition fees. In cases where a recipient does not register as required, the scholarships may be offered to the next eligible candidate.

In the event that there is need to break a tie among potential recipients, the grade point

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average shall serve as the tie-breaking criterion.

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

MANITOBA AG DAYS SCHOLARSHIP IN THE FACULTY OF AGRICULTURAL AND FOOD SCIENCES

The Manitoba Ag Days Show is a winter indoor exposition of agricultural production expertise, technology, and equipment held in Brandon, Manitoba annually in January. The Manitoba Ag Days Committee wishes to provide an award to a second year Degree student at the University of Manitoba.

The award will be valued at \$1000 and will be offered to the student who:

- (1) has completed University 1 and entered the Faculty of Agricultural and Food Sciences and;
- (2) received high standing in University 1.

This award will be given in the fall of each year.

The selection committee shall be the Faculty of Agricultural and Food Sciences Awards Committee.

MANITOBA AG DAYS SCHOLARSHIP IN THE SCHOOL OF AGRICULTURE

The Manitoba Ag Days Show is a winter indoor exposition of agricultural production expertise, technology, and equipment held in Brandon, Manitoba annually in January. The Manitoba Ag Days Committee wishes to provide an award to a second year Diploma student at the University of Manitoba.

The award will be valued at \$1000 and will be offered to the student who:

- (1) receives the highest grade in the Management Planning Project (II) currently numbered 65.065 and,
- (2) has completed the requirements for the Diploma in Agriculture.

This award will be presented at the annual Diploma Graduation Banquet.

The selection committee shall be the Faculty of Agricultural and Food Sciences Awards Committee.

CIBC AGRICULTURAL SCHOLARSHIPS

The Canadian Imperial Bank of Commerce (CIBC) has presented the University of Manitoba

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

with a \$250,000 endowment fund to provide recognition of academic achievement by and the potential of students in the Faculty of Agricultural and Food Sciences at the University. The available annual income from the fund shall provide scholarships, each valued at \$3,000 or half of the full course tuition fees in the Faculty of Agricultural and Food Sciences, whichever is greater. The number of annual scholarships shall be determined each year on the basis of available annual income. The first scholarship(s) will be offered in the fall of 2003. These scholarships shall be offered to undergraduate students who:

- (1) have completed at least one year of full-time study in the Faculty of Agricultural and Food Sciences at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 3.5;
- (3) are pursuing a Bachelor of Science in Agribusiness degree and have achieved high standing in courses related directly to Agribusiness;
- (4) demonstrate community involvement, both on and off campus, and a strong interest in pursuing a career in agribusiness;
- (5) enrol full-time in the year the scholarship is tenable.

Applicants will be required to submit a brief letter of intent, outlining their extracurricular activities and career goals in agribusiness, as well as two letters of reference - one from a faculty member in Agricultural and Food Sciences and one personal reference from an employer, supervisor, or volunteer coordinator (not from a family member or personal friend).

Recipients of these scholarship may be offered summer employment positions with CIBC, but will not be obligated to accept the offer in order to keep the scholarship.

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

NATURAL MEDICINES COMPREHENSIVE DATABASE PRIZE IN PHARMACY

The editors of the Natural Medicines Comprehensive Database offer an annual prize at the University of Manitoba in the Faculty of Pharmacy, beginning with May Convocation, 2003 (prior to 2003, this prize was offered as an external award). The prize is offered to a student who:

- (1) has achieved a minimum cumulative grade point average of 3.0;
- (2) has demonstrated promise in improving patient care and shows an appreciation for scientific inquiry and an evidence-based approach to evaluating natural medicines.

The recipient of this prize will receive a prize package from Natural Medicines Comprehensive Database, which will include the new edition of *Natural Medicines Comprehensive Database*

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Book, a one-year subscription to Natural Medicines Comprehensive Database web-site, and a certificate. The prize package will be sent directly to the recipient by the donor.

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

ST. JAMES COLLEGIATE ALUMNI 50TH ANNIVERSARY LEGACY SCHOLARSHIP

Through the proceeds of the 50th Anniversary celebrations at St. James Collegiate, Winnipeg, in the fall of 2001, the Alumni of St. James Collegiate have established an endowment fund at the University of Manitoba in support of student scholarships. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year, beginning in the summer of 2003, two scholarships shall be offered. Each scholarship shall be valued at one half of the available annual income from the fund.

One scholarship shall be offered to an undergraduate student who:

- (1) has graduated from St. James Collegiate and has enrolled at the University of Manitoba for the first year of full-time study, in any direct-entry program;
- (2) achieved a minimum average of 75% on courses used for admission to the University of Manitoba;
- (3) demonstrated particular aptitude in humanities and social science courses while in high school;
- (4) demonstrated school involvement and spirit through participation in student groups, volunteer activities, student government, athletics, music, or the arts.

The second scholarship shall be offered to an undergraduate student who:

- (1) has graduated from St. James Collegiate and has enrolled at the University of Manitoba for the first year of full-time study, in any direct-entry program;
- (2) achieved a minimum average of 75% on courses used for admission to the University of Manitoba;
- (3) demonstrated particular aptitude in mathematics, science and technology courses while in high school;
- (4) demonstrated school involvement and spirit through participation in student groups, volunteer activities, student government, athletics, music, or the arts.

The principal of the school will be asked to nominate (in consultation with teaching staff at the school and at least one representative of the Alumni group) a recipient and three ranked alternates for each of the two scholarships. The nominations will be submitted to the Office of Financial Aid and Awards at the University in advance of the high school convocation ceremony

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

each year. The scholarships will be formally presented to the recipients at the high school convocation and the recipients will then receive an award letter in the mail in the summer, which will then be used in paying fees before classes at the University commence. In case a recipient does not enrol at the University as required, the scholarship offer will revert to the next nominated candidate.

The selection process shall be administered and finalized by the Director of Enrolment Services (or designate) at the University of Manitoba.

STEPHEN AND ALISON PHILIPS BURSARY IN ENVIRONMENTAL STUDIES

Dr. Stephen Philips and his wife, Alison, offer up to \$10,000 a year to the University of Manitoba for the purpose of offering encouragement and financial assistance to students in area of environmental studies. The first bursaries are to be offered in the winter of the 2002-2003 academic session. The number and value of bursaries shall be determined by the selection committee each year, maintaining that an undergraduate bursary will have a minimum value of \$1500 and a graduate bursary will have a minimum value of \$3500. The donors will be notified each year of the number and value of bursaries made (not exceeding \$10,000) and will make their annual gift to the University at that time, valued at the total amount of bursaries offered. For the first year (2002-2003), the donors have already sent \$10,000 to support the first bursaries.

Two undergraduate bursaries, each valued at \$1500, will be offered to students who:

- (1) are enrolled full-time (in 60% of a full-course load) at the University of Manitoba, in one of the following programs: Environmental Science (undergraduate - major or honours program) or Ecology (undergraduate - major or honours program), with preference always given to students in Ecology;
- (2) have achieved a minimum cumulative grade point average of 3.0 (or equivalent) on all courses completed to date (i.e., must have completed at least 30 credit hours of course work prior to applying for this bursary);
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Two graduate bursaries, each valued at \$3500, will be offered to students who:

- (1) are enrolled full-time (in 60% of a full-course load) at the University of Manitoba, in a graduate program (Master's or Ph.D.) at the Natural Resources Institute;
- (2) have achieved a minimum cumulative grade point average of 3.0 (or equivalent) on all courses (graduate and undergraduate) completed to date;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

The selection committee shall be named by the Director of Enrolment Services.

NURSES ALUMNI OF THE WGH/HSC SCHOLARSHIP

The Nurses Alumni of the Winnipeg General Hospital / Health Sciences Centre offers two annual scholarships at the University of Manitoba in support of Nursing education.

Each scholarship is to be valued at \$1,000 and they are to be offered for the first time in the summer of 2002. After the scholarships are offered in 2004, the donors will consider whether to continue the scholarships at the University of Manitoba and will notify the Financial Aid and Awards Office of their decision by the end of the year 2004.

These two scholarships are to be offered to undergraduate students who:

- (1) have completed at least 96 credit hours toward the Bachelor of Nursing degree in the Faculty of Nursing at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 3.0;
- (3) continue full-time in the final year of study toward the Bachelor of Nursing degree at the University of Manitoba;
- (4) have been deemed by the selection committee as showing great skill in the clinical components of their degree program and show great promise as exceptional clinical caregivers.

The selection committee will call upon the instructors of the clinical courses in Nursing to provide nominations for these scholarships.

The selection committee shall be the Student Standing and Promotions Committee of the Faculty of Nursing.

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS (LOCAL 2034) MANITOBA HYDRO COMMEMORATIVE BURSARY

The International Brotherhood of Electrical Workers (IBEW) - Local 2034 and Manitoba Hydro have established a fund at the University of Manitoba to support an annual bursary. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The bursary shall be valued at \$500* (first offered in the fall of 2002) and shall be offered to a student who:

- (1) is a dependent of a member in good standing with the IBEW (Local 2034);
- (2) is a dependent of an employee of Manitoba Hydro;
- (3) is a first year student admitted with a high school average of 75% (minimum cumulative grade point average of 2.5);

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

The IBEW (Local 2034) shall advertise this award and provide application forms to its membership each year in the summer. Eligible students will be asked to submit their applications to the Financial Aid and Awards Office on or before the designated deadline date. The application will simply be a form on which the applicant will outline his/her name, address, student number and affiliation to the IBEW (Local 2034) Union. The applicant will also be required to complete a standard University of Manitoba bursary application form. The selection committee shall choose a recipient only from among those who have applied for the award.

The selection committee shall be named by the Director of Enrolment Services.

* If the interest generated for offer in any year is less than \$500, the IBEW will supplement the interest amount to provide an award of \$500.

CHANCELLORS' SCHOLARSHIPS

The University established the Isabel Auld Entrance Scholarship on the occasion of her end of term as Chancellor. This scholarship has been awarded to the highest ranked student applying for admission to University 1 or any faculty or school which admits students direct from high school.

Following the tradition of the Isabel Auld Entrance Scholarship, the Chancellors' Scholarships are being established in honour of past (beginning with Dr. Harry Duckworth), current and future Chancellors. In addition to Dr. Duckworth, to date these individuals are Dr. Arthur Mauro and Dr. William Norrie. The scholarships will first be offered in the 2002-2003 academic year and will have a value of at least \$5,000.

The scholarships will be available annually to the second, third, and fourth highest ranked students coming from Manitoba high schools who:

- (1) apply for consideration for admission to University 1 or any faculty or school of the University which admits students direct from high school;
- (2) have a minimum average of 95 per cent on their best five courses appearing on the list of acceptable courses for entrance scholarship consideration;
- (3) have, among candidates with a minimum average of 95 per cent, the highest aggregate score on (a) two English courses (40S or 40G), and (b) an approved Mathematics course, and (c) at least one science or language course appearing on the list of acceptable courses for entrance scholarship consideration.

The scholarships are renewable for at least \$5,000 in each of the second, third, and fourth years of study at the University of Manitoba provided that the recipients:

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

- (1) register for, and remain registered in, a full time program in each of the four years;
- (2) achieve a sessional grade point average of at least 3.75 upon completion of each of the first, second, and third years of university study.

This scholarship may be held concurrently with the Leader of Tomorrow Scholarship in name only and may not be held with any other scholarship in the University of Manitoba Entrance Scholarship Program excepting the Chown Centennial Scholarship.

AMENDMENTS

ASH TEMPLE LTD. PRIZE

The terms of reference for this award are being amended slightly. As the outreach program in Pediatric Dentistry is now focused in the third year of Dentistry, the award will now be offered to a student in third year Dentistry rather than in fourth year. Thus, recipients will have to have achieved high academic standing in the course Pediatric Dentistry (currently numbered 103.305), rather than in both 103.305 and 103.405.

CHARLES BIRKETT RITTENHOUSE MEMORIAL SCHOLARSHIP

The terms of reference of this award are to be amended. The award amount was originally set at \$2000.00. The terms will now state that the award will be valued at the available annual income from the fund.

SUSAN LOADMAN MEMORIAL AWARD

The terms of reference of this award are to be amended. Firstly, the word award is to replace the word prize wherever it currently appears in the terms of reference. Secondly, the terms of reference will reflect that the award amount will now be decided by the selection committee based on the annual contribution from the Calgary Foundation. The original award value was set at \$1000.

JIM BULLOCH BASKETBALL AWARDS

The terms of reference for this award are to be amended. Firstly, all references to the previous CIAU organization shall be changed to CIS (Canadian Interuniversity Sport), the new designation for this athletic organization. According to new CIS guidelines, award values cannot exceed the tuition fees of a student athlete in a given year, thus the clause in the terms indicating the previous \$1500 cap shall be amended. Also, as the monies to support the Jim Bulloch Basketball Coach Professional Development Award have been transferred from this fund to a separate fund, reference to the selection of the coach award shall be removed from the terms of the Jim Bulloch Basketball Award for students. The clause pertaining to the review of the award terms by CIS shall be amended to indicate the correct new section of the CIS manual which pertains to this issue, namely section C.6. In addition, the stipulation that Mr. Jim

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

Bulloch or a family representative are to be present at the selection meeting for this award is to be removed. Finally, the terms of reference shall be clarified to signify that this award is specific to the University of Manitoba Men's Basketball team.

THE WOMEN'S COMMITTEE OF THE WINNIPEG MUSIC COMPETITION FESTIVAL, INC. SCHOLARSHIPS

The terms of reference for this award are to be amended. The terms currently state that two scholarships are to be awarded. The terms shall be changed to reflect the offer of one annual award valued at the available annual income from the fund. The terms also state that the winner will be expected to perform at a "club night" of The Winnipeg Music Competition Festival. This shall be changed to a "showcase" of The Winnipeg Music Festival. Due to the official name change of the organization, the word "Competition" shall be eliminated from the title of this award.

THE MINERAL SOCIETY OF MANITOBA PRIZES

The terms of reference for this award shall be amended to clarify that one recipient cannot receive both bursaries.

MANITOBA ASSOCIATION OF REGISTERED NURSES GOLD MEDAL

The name of the professional regulatory body for registered nurses in the province of Manitoba has changed from the Manitoba Association of Registered Nurses to the College of Registered Nurses of Manitoba (CRNM). As such, the name of this medal shall be changed to the COLLEGE OF REGISTERED NURSES GOLD MEDAL.

BETTY A. NICKS FELLOWSHIP

The terms of reference of this award in Education are to be amended. This award was originally renewable for all successive years to degree completion if the recipient continued to make outstanding progress (minimum grade point average of 3.5 and/or a satisfactory progress report). The terms will now state that the fellowship be renewable for a one-year period if the recipient continues to make outstanding progress (minimum grade point average of 3.6 and/or a satisfactory progress report). Selection criteria includes extra-curricular contributions made to the applicant's local or university community. This criteria will now state that the extra-curricular contribution be a professional, non-paid contribution to extra-curricular school activities, professional committees, etc., occurring in the two years prior to application for this award. Finally, the term "top-up" shall be clarified and redefined as supplementary.

SCHOOL OF MEDICAL REHABILITATION ENDOWMENT FUND STUDENT BURSARIES

The terms of this award state that 12 bursaries of \$300 each will be made available annually distributing the bursaries equitably among the six SMR classes. The terms shall be changed to indicate that three bursaries per year in each of Occupational Therapy and Physical Therapy programs be made available annually. The amount will be set each year by the SMR Endowment Fund Advisory Committee and will reflect 50% of annual income available. In

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 24, 2002

addition, the statement "To be eligible, students in second and third year must have successfully completed prior to the current academic year.", shall be changed to "All students are eligible, however, students in years subsequent to Year 1 must have successfully completed all academic, clinical, and fieldwork requirements for the previous year."

JOHN ALLEN KNOWLES MEMORIAL SCHOLARSHIP

The terms of reference for this award are to undergo two slight changes. The first is a wording change in the phrase pertaining to the enrolment status of the recipient. Previously, the terms stated that the award will be offered to a "student entering the graduate program in water resources...". This phrase will now state that the award will be offered to a "student in his/her first year of the Master's program in water resources..." to more clearly outline the target group for this award. The second change sees the lowering of the required minimum grade point average on the last 60 credit hours of courses from 3.70 to 3.50.

ISABEL AULD ENTRANCE SCHOLARSHIP

The terms of this award are to be amended to reflect an increase in value from \$2,500 to \$5,000 for all new offers. Also to be added is the stipulation that this scholarship can be held concurrently with the Leader of Tomorrow Scholarship in name only and may not be held with any other scholarship in the University of Manitoba Entrance Scholarship Program excepting the Chown Centennial Scholarship. Finally, the renewal criteria that recipients must be named on the Dean's Honour List on completion of each of the first, second, and third years of university study, or in a situation where a faculty or school does not have a Dean's Honour List, a GPA of 3.5 may be substituted shall be replaced with "achieve a sessional grade point average of at least 3.75 upon completion of each of the first, second, and third years of university study."

Gregory John Wilton
MHINET LIBRARIAN

Greg Wilton passed away on December 24, 2001, at the age of 52, after a long and courageous battle with pancreatic cancer.

Greg was born in Winnipeg on July 23, 1949. He graduated from Vincent Massey Collegiate, earned a Masters Degree in Philosophy from the University of Manitoba. Subsequently he attended the University of Western Ontario in London, where he acquired a Masters Degree in Library Sciences.

He worked as a librarian in several libraries in Manitoba, including the Manitoba Research Council Food Technology Centre in Portage LaPrairie, the Helen Fuld Library at St. Boniface Hospital, the Health Sciences Centre Library Services and the former Medical Library. At the time of his death he was on leave from his position as the Manitoba Health Information Network Coordinator at the University's Neil John Maclean Health Sciences Library. MHINET is a jointly sponsored program of the College of Registered Nurses of Manitoba and The University of Manitoba. The program provides a full range of outreach library services for the nursing profession in Manitoba. His critical thinking skills and computer training served him well in all his positions and especially this last one where he provided consultations, computerized literature searches, reference, current awareness services, specialized bibliographies and loans to the College's members, especially those in rural areas without access to information. In this position Greg provided a much needed service and increased access to the University's resources to people who would otherwise have no means of obtaining them. The University recognized Greg's contributions by awarding him an Outreach Award in 1999.

Mr. Wilton played an important role in the development of the Manitoba Health Libraries Association. He used his computer skills maintain the Manitoba Health Libraries Association (MHLA) database of journal holdings and later prepared the MHLA Union List of Serials for easy conversion to the NLM DOCLINE database.

His obituary stated, "Greg was a man of few words but profound thoughts. He adhered to profound moral principles, which he practiced in his daily life. He was wise beyond his years, a true intellectual."



UNIVERSITY
OF MANITOBA

Human Resources

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Fax (204) 474-7505

June 4, 2002

MEMORANDUM

TO: Ms Bev Sawicki, University Secretary, University Secretariat

FROM: Terry Voss, Executive Director, Human Resources *Terry Voss*

SUBJECT: Equity Services Annual Report 2001

Attached please find a copy of the revised Equity Services Annual Report for the year 2001. This report had been tabled with the Senate Executive in August of 2001 but was referred back for further discussion and reformatting.

The revised document presents the summary of information for the period April 1, 2000 to March 31, 2001. Equity Services will continue to prepare annual reports as indicated in the Sexual Harassment Policy and the Human Rights Policy. In the future an annual report on the activities, goals and objectives for the Equity Services unit will be amalgamated into an overall Human Resources Annual Report.

UNIVERSITY OF MANITOBA
HUMAN RESOURCES DEPARTMENT

Equity Services Annual Report 2001

diversity
equity



UNIVERSITY
OF MANITOBA

Submitted: January 2002

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INTRODUCTION

This report provides information regarding activities undertaken by Equity Services for the period April 1, 2000 to March 31, 2001.

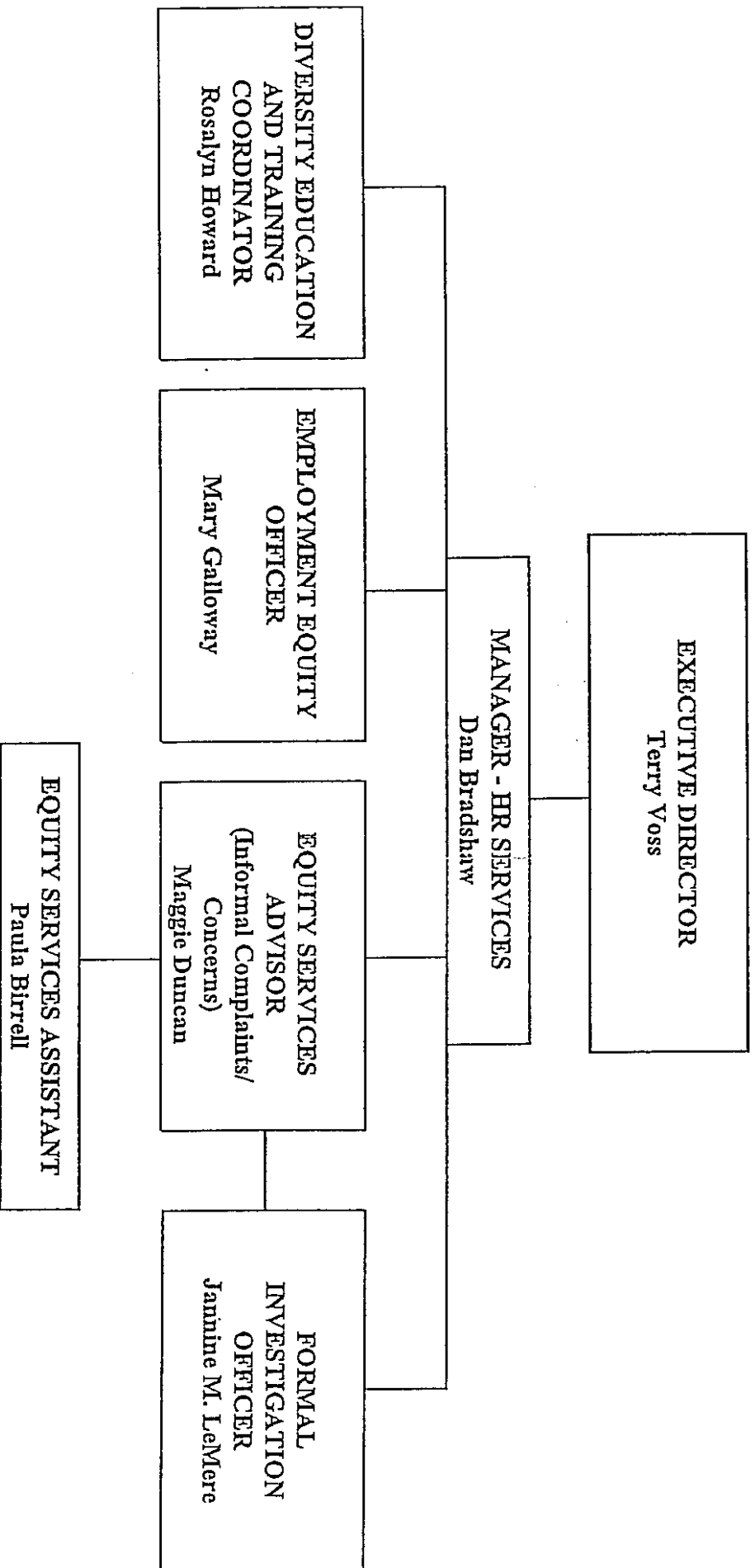
Following this introductory section are reports regarding activities in the areas of Diversity Education, Human Rights/Sexual Harassment and Employment Equity. This introductory section will briefly touch on Equity Services-wide initiatives in the reporting period as well as for the future.

Equity Services-wide Initiatives 2000-2001

The primary driver of Equity Services-wide initiatives was a strategic planning exercise that occurred in 1999-2000. Key actions in 2000-2001 driven by that exercise include:

- Inclusion of an item on equity and diversity initiatives as one of the reporting items in the annual budget submission of faculties/units.
- Development of a communication plan for Equity Services, which identified annual communication opportunities and provided direction for updating of our paper and web based print information.

- The year 2000-2001 was one in which Equity Services experienced a full complement of staff for the better part of the year and we have now entered 2001-2002 with continuity in that staff group. As we move forward we trust that the programs and initiatives that have been undertaken by staff in Equity Services, both individually and collectively, will serve to promote and facilitate the University's core principle of *Equity and Diversity* as enunciated in "Building on Strengths".



DIVERSITY EDUCATION

Celebrating People: Valuing Commonalities and Differences

INTRODUCTION

Diversity is all the differences among people, and the sometimes unexpected, commonalities. The purpose of diversity education is to help individuals, groups, and the university community generally to understand, value, and actively support an emerging paradigm of inclusiveness. Supporting diversity means recognizing the transformational potential of dialogue and discovery – as each person's rights and characteristics are respected and each person's voice is heard, and each person takes responsibility for the effects of their behaviour on others.

Diversity education is, by definition, general and inclusive. The coordinator works with academic staff, support staff, and students – in relation to ancestry, gender, culture, sexual orientation, disability, age, styles, experience, etc. Others on campus, both in and apart from Equity Services, share goals related to diversity. In most cases, other stakeholders have a particular interest, e.g. employment equity, internationalization, aboriginal students, students with disabilities, departmental programming, etc.

At the University of Manitoba, we have a responsibility to support diversity: to facilitate meeting the standards of human rights legislation and policy, and to help our students and staff prepare for the integrative challenges of the changing global world. Intercultural competence and avoidance of harassment and discrimination are key competencies.

After a period with the position vacant, the new Diversity Education Coordinator was in place for the 2000-2001 academic year. Direct consulting and learning services were provided as well as support for partners in increasing the comfort and competence with diversity on this campus. (note: this position is titled Diversity Education and Training Coordinator – the Training Coordinator function is in the Organization Development area of Human Resources. In this role, the staff training calendar was produced, a number of sessions in that calendar were designed and delivered, and consultation occurred with many work units on planning and unit-based training initiatives. This is supportive of the diversity role, as many areas of training and development include diversity – e.g. Effective Supervision, Team Skills, Strategic Planning, etc.)

Specific services offered include the following:

1. Diversity planning
2. Consultation for diversity/equity projects, e.g. educational/curricular equity initiatives
3. Facilitation support for diversity/equity related meetings, e.g. staff discussions of positive workplaces, employment system review meetings
4. Workshops and classroom sessions (examples follow – all sessions are customized for the participants, and sessions on other areas can be developed)
 - The Human Rights and Sexual Harassment Policies
 - Diversity Explored: Valuing Differences and Similarities
 - Communication / Conflict in Intercultural Interactions and Diverse Groups
 - Strategies to Enhance Learning in Diverse Student Groups
 - Strategies to Enhance Bias-Free Interviewing
 - “Reasonable Accommodation” Measures to Eliminate or Reduce Discrimination by Accommodating Special Needs of Individuals Based on Protected Characteristics of Manitoba Human Rights Code
 - Training Diversity Leaders

2000 / 2001

Objectives and activities from June to the end of March 2001 are outlined below to illustrate the kinds of work done and to demonstrate the progress in establishing a base from which to build. We commend all those departments and units mentioned below who demonstrated commitment to diversity through their participation.

2000/2001 OBJECTIVES

2000/2001 ACTIVITIES

ALIGN EQUITY SERVICES GOALS	<ul style="list-style-type: none"> • Develop performance measures with Equity Services staff
COMMUNICATE EFFECTIVELY WITH REST OF UNIVERSITY COMMUNITY REGARDING DIVERSITY/EQUITY GENERALLY, EQUITY SERVICES GENERALLY, AND DIVERSITY EDUCATION SERVICES PARTICULARLY SUPPORT CAMPUS INITIATIVES	<ul style="list-style-type: none"> • Develop communications strategy for Equity Services with Equity Services staff • Implement aspects of that strategy including a new visual identity for Equity Services (with Equity Services staff and graphic arts consultant), contributions to U of M publications,

	<p>information to all deans, directors, department heads, and student associations / groups, plus personal meetings</p> <ul style="list-style-type: none"> • Inclusion of a question regarding Diversity/Equity activities in the budget submission request from central administration
	<ul style="list-style-type: none"> • Provide placement for 3 Peer Advisors • Moderate December 6 memorial service • Provide displays and staff for Anti-Racism day, Information Days, World Fusion Days • Facilitate sessions at International Centre for Students Star Lake intercultural days and in Peer Advisor Program training
SUPPORT FACULTY / DEPARTMENT / UNIT DIVERSITY INITIATIVES	<ul style="list-style-type: none"> • Consult with Anthropology Department Head in a Diversity Audit of department students • Consult with International Liaison Officer in a planning process with the International Activities Liaison Council
PARTNER WITH OTHER DIVERSITY STAKEHOLDERS	<ul style="list-style-type: none"> • Design and facilitate Leadership/Facilitation Training for staff and students involved with the International Centre for Students (6 sessions)
INCREASE STAFF AWARENESS AND SKILLS REGARDING DIVERSITY	<ul style="list-style-type: none"> • Design and facilitate learning/planning session for Anthropology Council regarding Diversity • Design and facilitate sessions for new staff in Security Services, Athletic Therapy, Recreation Services, and Residences regarding Diversity and the Human Rights and Sexual Harassment Policies (5 sessions) • Design and facilitate session for Family Medicine staff on Cultural Communication • Co-design and co-facilitate Orientation sessions for New Faculty and for Teaching Assistants in various faculties (sponsored by UTS) regarding Diversity

	<p>and the Human Rights and Sexual Harassment policies (4 sessions)</p> <ul style="list-style-type: none"> • Contribute to workshops for Search Committees and Support to Search Committees (8 sessions) and Census Information sessions (4 sessions) • Design and facilitate Conflict Resolution Workshop (UTS sponsored) for New Faculty • Consult and facilitate regarding diversity strategies, supportive workplaces, reasonable accommodation for students with disabilities (various meetings)
INCREASE STUDENT AWARENESS AND SKILLS REGARDING DIVERSITY	<ul style="list-style-type: none"> • Design and facilitate orientation sessions for University 1 and for Graduate Students Association on Diversity and the Human Rights and Sexual Harassment Policies (5 sessions) • Design and facilitate course sessions on Diversity Issues, Human Rights and Sexual Harassment Policies, Cultural Communication and Conflict Resolution in a variety of departments (16 sessions) • Support students working on class projects/papers (5 students)
	<ul style="list-style-type: none"> • Design and facilitate learning sessions for the 3 Peer Advisors who worked with Diversity Education this year (12 sessions) • Show videos on students' comments regarding diversity to other students in student lounges (peer project)
DEVELOP RESOURCE CENTRE FOR USE BY CAMPUS COMMUNITY	<ul style="list-style-type: none"> • Review videos, web-sites, articles and books • Plan enhancement to Equity Services web-site
INCREASE AWARENESS AND VALUE OF: A) COORDINATOR AS RESOURCE	<ul style="list-style-type: none"> • Deliver quality service leading to word-of-mouth referrals • Continue to meet new prospective

ON CAMPUS B) LEARNING AS PRIME STRATEGY IN THE COMPLICATED, NATURALLY CHALLENGING AREA OF DIVERSITY	partners and plan potential initiatives • Communicate vision and support, not judgement and rules
--	---

STRATEGIES FOR 2001 / 2002

- Continued implementation of communication strategy – including poster campaign, web-site revisions, and increased input in campus publications
- Develop network of diversity stakeholders
- Expand partnerships, particularly on proactive project
- Increase participation as resource person in campus courses and sessions

CONCLUSIONS

As the following continuum (Jackson B. and Hardiman, R., 1981) outlines, typically there are stages individuals, groups, and organizations move through as diversity is embraced and changes in perceptions, assumptions, and norms occur.

Exclusive Club (Monoculture)	Symbolic Difference	Critical Mass	Acceptance	Inclusive Organization
------------------------------------	------------------------	---------------	------------	---------------------------

At the left end of this continuum are positions of “us” and “them, with assumptions that the dominant group’s patterns are “right” and will continue to be the norm. Moving across the continuum involves redefinition as critical masses of alternate approaches have impact, through exploration of possibilities, to the dynamic creative collaboration of inclusiveness. Diversity education encourages people on campus to build and hold a vision of University of Manitoba as an inclusive organization.

Considerable progress was made this year. Requests for involvement are increasing – for department initiatives and for classroom sessions. This suggests that more people are realising that working with diversity is central to an effective and healthy workplace and to the success of our students, and that indeed, it is rewarding.

REFERENCE

Jackson B., and Hardiman, R. (1981) *Racial Awareness Development in Organizations*, Amherst, MA: New Perspectives

HUMAN RIGHTS / SEXUAL HARASSMENT

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

INFORMAL COMPLAINTS

Human Rights Report

During the current reporting period there were 10 new files opened and 7 files carried over from the previous reporting period for a total of 17 files. Of these 17 files 12 were informal and 5 were formal. More detail on the formal investigations will follow.

Briefly, the informal files alleged:

- ◆ Discrimination on the basis of:
 - ethnic background or origin
 - discrimination on the basis of mental or physical disability and failure to make reasonable accommodation
 - ancestry, including colour and perceived race
 - group membership
 - gender
 - marital or family status

This year there was an increase in requests for advice and assistance regarding issues of discrimination on the basis of ethnic background or origin, ancestry, including colour and perceived race. Many of the informal concerns pertained to what was perceived as a lack of understanding and therefore discriminatory treatment and bias. Individuals often reported that they felt marginalized in the classroom. In some cases, an informal resolution came about through discussion, awareness, education and a better understanding. However, there were cases where there was no informal resolution and the matter went to formal investigation. In other instances the complainants said they did not feel safe enough to challenge the system.

Our campus is a diverse community. We all have an opportunity for learning, understanding and consideration of our commonalities and our differences, which can only enhance our learning and working environment. The *Policy on Human Rights* states that "The University of Manitoba endeavours at all times to provide an

environment that is supportive of the fair treatment of all members of the University community and is conducive to relationships based on mutual respect, cooperation and understanding.” There have been many successes and positive changes, however, based on the number of concerns brought forward there is a demonstrated need to do more to foster and encourage open and respectful exchanges regarding these issues.

Sexual Harassment Report

During the current reporting period there were 20 new files opened and 3 files carried over from the previous reporting period for a total of 23 files. Of these 23 files, 19 were informal and 4 were formal. More detail on formal investigations will follow.

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

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

Human Rights and Sexual Harassment “Contacts”

In addition to the handling of formal and informal complaints, Equity Services was involved in a number of other matters related to sexual harassment and human rights. These included giving advice, counselling and assistance on an informal basis where no file was opened. This occurred on 54 separate occasions this year. Files were not opened because the matter may have been brief, the complainant may have wished to remain anonymous or the caller was seeking advice on behalf of someone else. In addition many complainants who wish to handle a situation themselves simply come to or call our office first, to seek advice on ways to do this. These “contacts” do not usually require a file to be opened.

Other Activities

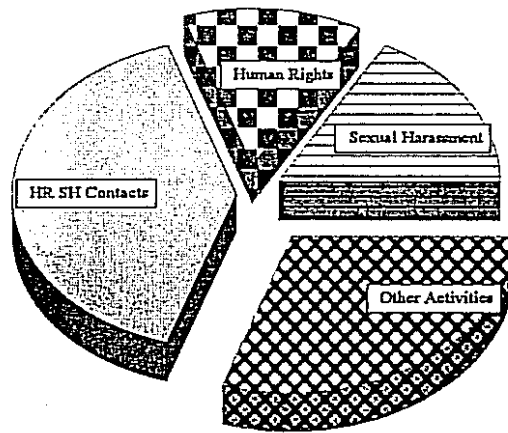
Further advice and assistance was given on 42 matters where complainants presented with problems which did not fall under the *Policies on Sexual Harassment or Human Rights*. These matters concerned:

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

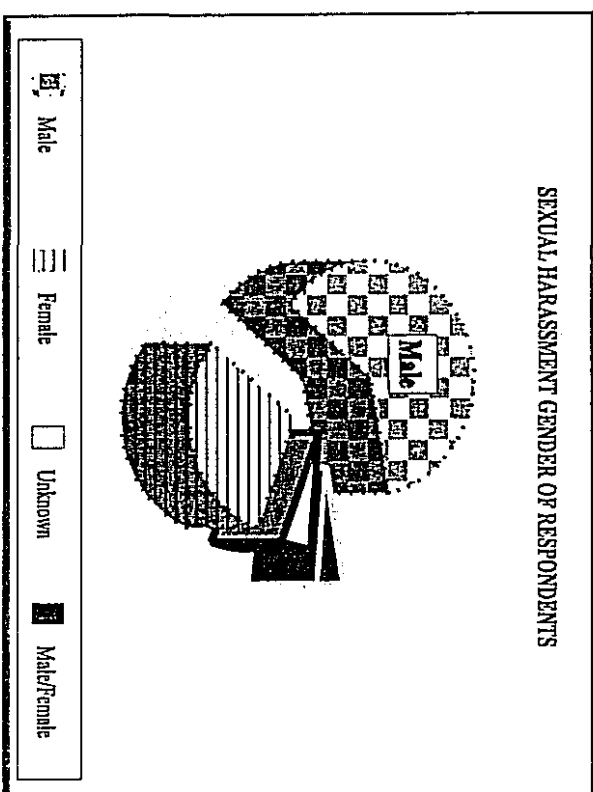
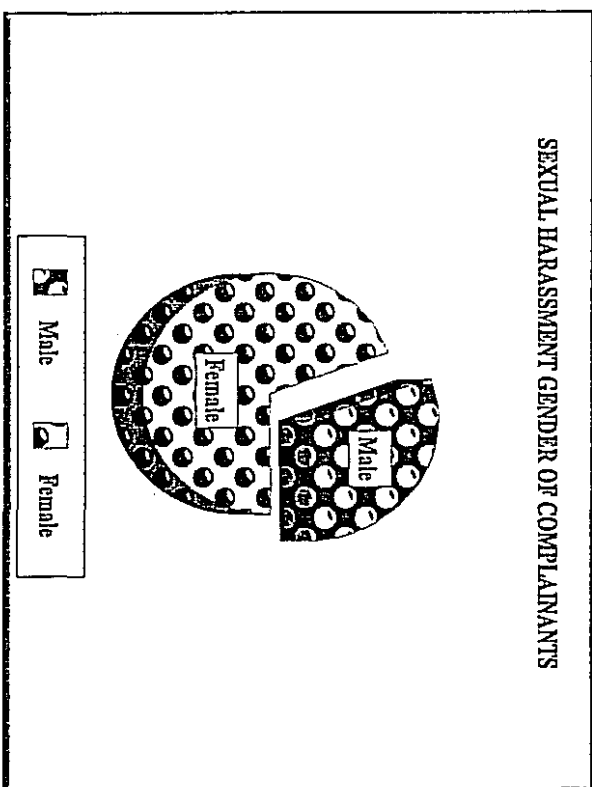
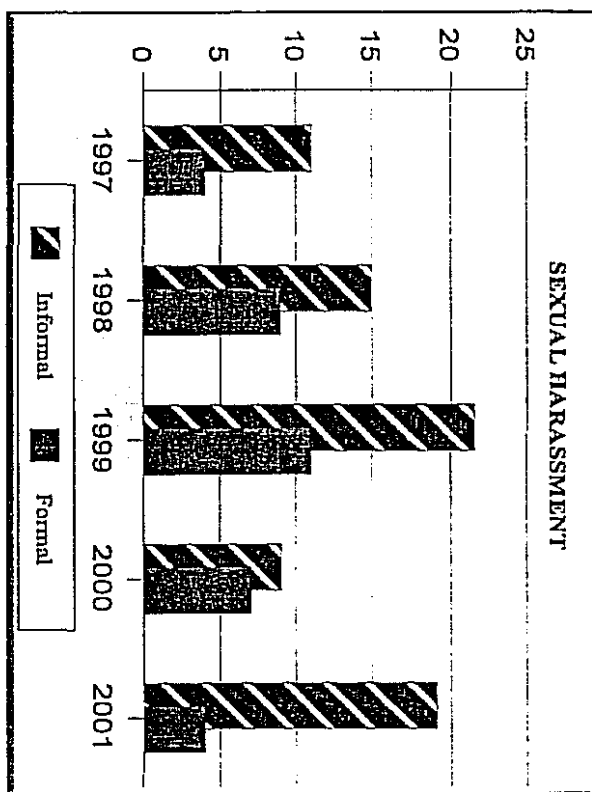
On average 2-3 hours of time was devoted to these matters. Personal harassment concerns accounted for 23 of the 42. As in the past, Equity Services made referrals to other areas on campus, for example:

- ♦ Aboriginal Student Centre
- ♦ Chaplains
- ♦ Counselling Service
- ♦ Dean, Director or Department Head
- ♦ Disability Services
- ♦ Human Resources
- ♦ International Centre for Students
- ♦ Ombudsman
- ♦ Security Services
- ♦ Student Advocacy
- ♦ Union
- ♦ Outside agencies, where the concern did not fall within the University of Manitoba's jurisdiction.

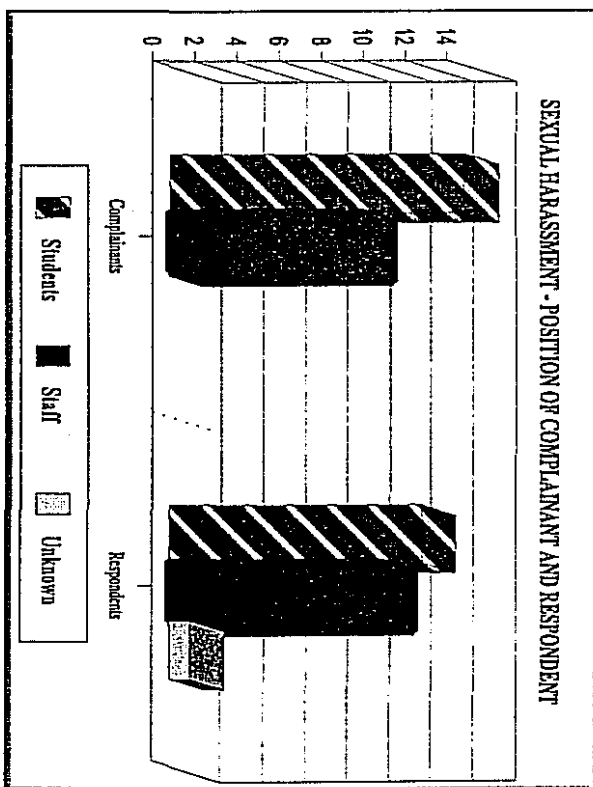
**Activities of Equity Services
By Nature of Complaint**



♦ Human Rights 17/136 matters =	13%
♦ Sexual Harassment 23/136 matters =	17%
♦ Human Rights and Sexual Harassment Contacts 54/136 matters =	40%
♦ Other Activities 42/136 matters =	<u>30%</u>
Total	<u>100%</u>



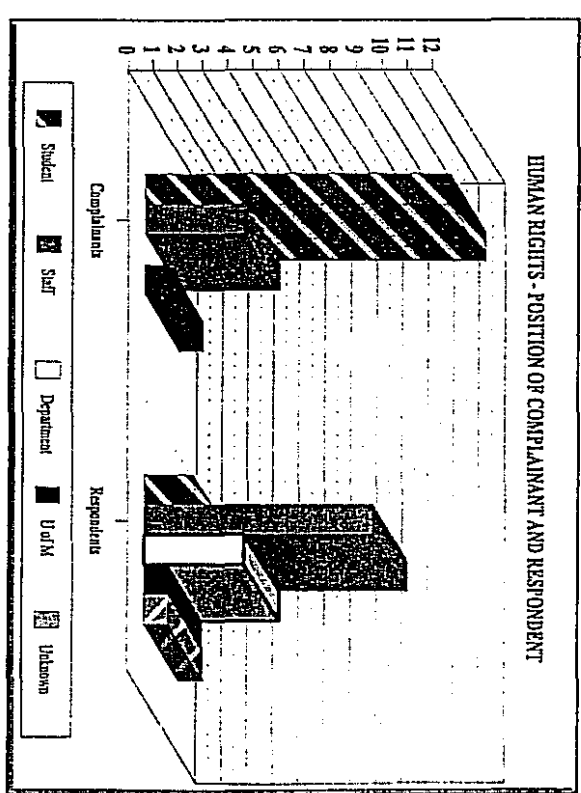
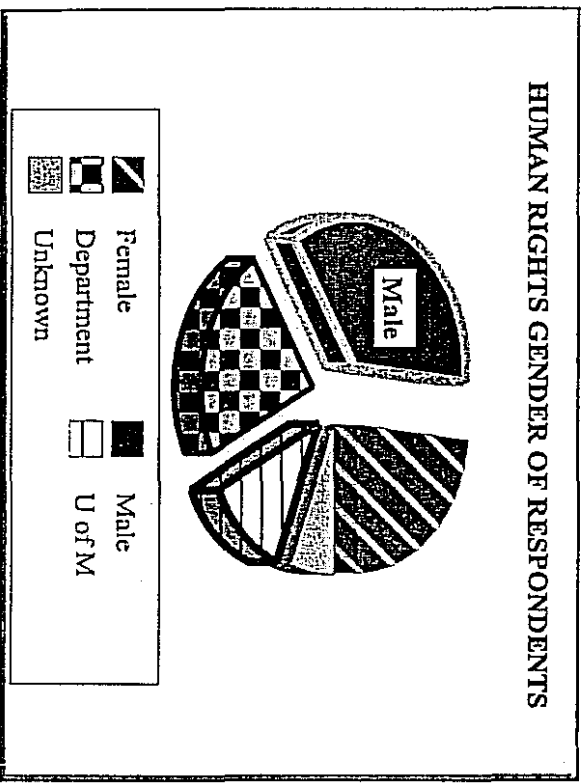
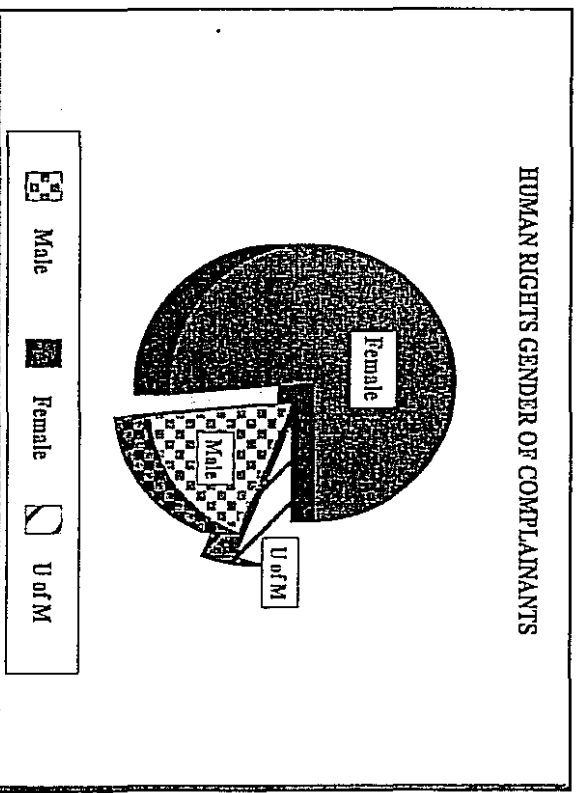
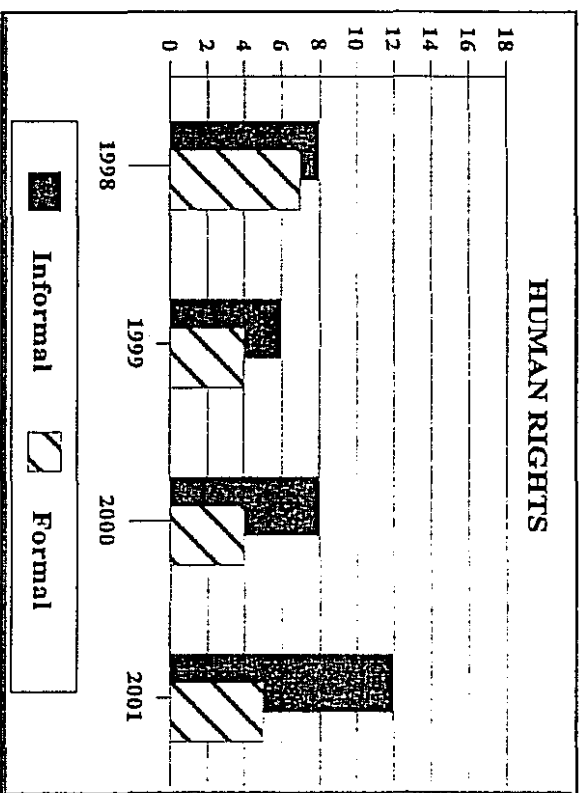
RESPONDENTS
7 Female, 14 Male, 1 Unknown, 1 Male/Female



Complainants
14 Students
9 Staff
1 Unknown

Respondents
12 Students,
10 Staff, 1 Unknown

1998 covers a 15-month period due to adjustment in year end
2001 - 5 Formal, 12 Informal

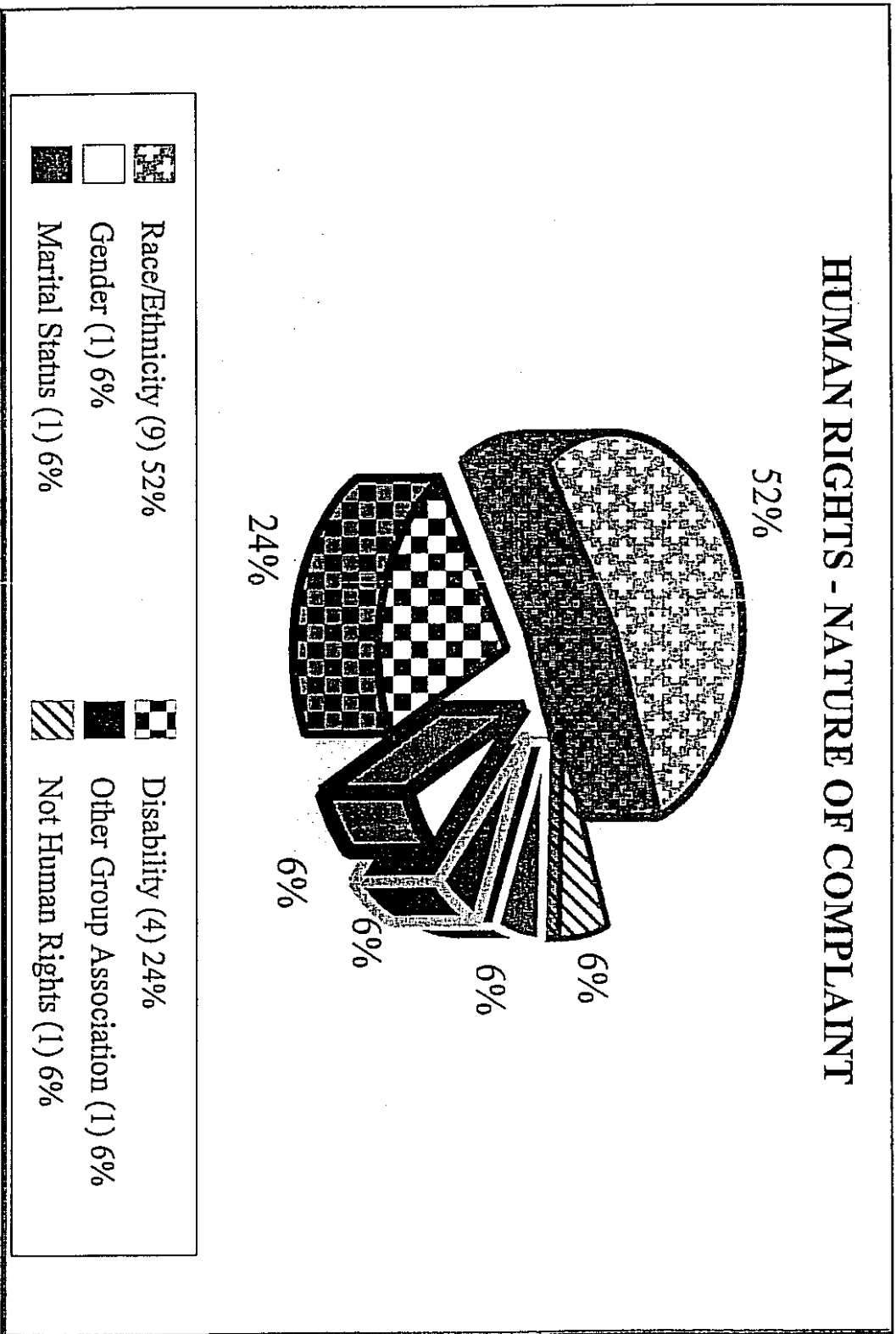


Respondents
4 Female, 6 Male, 4 Department, 2 U of M, 1 Unknown

Complainants
12 Students, 4 Staff, 1 U of M

Respondents
2 Student, 9 Staff, 4 Department, 1 U of M, 1 Unknown

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



**Summary of All Formal Complaints Investigated
Sexual Harassment and Human Rights Policies
2000 / 2001**

Type of Case	Complainant	Respondent	Nature and Detail of Complaint	Finding	Disciplinary Action	Appeal	Final Disposition
Sexual Harassment	Student - Female	Student - Male	Allegation of inappropriate touching	Policy violated	Suspension until January 2001	Yes	Suspension until September 2001
Sexual Harassment	Student - Female	Student - Male	Allegation of rape in residence	Policy violated	Expelled from faculty until the Fall 2002	Yes	Respondent voluntarily and permanently withdrew from University
Sexual Harassment	Student/ Teaching Assistant - Male	Faculty - Female	Allegation of inappropriate comments with sexual connotations	Policy not violated	N/A	N/A	N/A

Summary of All Formal Complaints Investigated
(continued)

Type of Case	Complainant	Respondent	Nature and Detail of Complaint	Finding	Disciplinary Action	Appeal	Final Disposition
Human Rights	Students - Male	Faculty - Mixed	Allegation of unfair treatment on the basis of ethnic origin	N/A Complaint referred to mediation	N/A	N/A	N/A
Human Rights	Staff - Female	Staff - Male	Allegation of inappropriate remarks regarding skin color	N/A Respondent provided with apology and complaint withdrawn	N/A	N/A	N/A
Human Rights	Staff - Female	Staff - Supervisor - Female	Matter deemed to be personal harassment	Policy not applicable; referral to the Office of the Ombudsman	N/A	N/A	N/A

Summary of All Formal Complaints Investigated
(continued)

Type of Case	Complainant	Respondent	Nature and Detail of Complaint	Finding	Disciplinary Action	Appeal	Final Disposition
Human Rights	Student - Female	Faculty - Male	Alleged inappropriate comments concerning members of the student's ethnic background; hostile and offensive learning environment	Policy violated	Respondent had already taken steps to ensure behaviour did not happen again; written apology required	Yes; grievance filed	Written apology was made by respondent to student

Harassment On-Line

In recent years the number of complaints Equity Services has received concerning inappropriate e-mail and Internet use has increased dramatically. It has prompted me to devote this year's monograph to the issue of Internet abuse as it relates to sexual harassment and human rights.

The types of abuses observed in this area tend to fall under one of the following scenarios: The first method is the direct one-to-one personal e-mail which contains inappropriate comments or requests for information of a private nature. In terms of the policies, this type of e-mail may constitute "persistent and unwelcome invitations or requests for 'dates'" or "inappropriate questions or sharing of information about a person's sexuality or sexual orientation." These missives are unwanted and unwelcome and usually garner a negative response from the recipient. Often, following on the heels of the first scenario, if the offender experiences rejection, is the public retaliatory e-mail. Generally, this e-mail is sent to all members of a certain common group. It is derisive of the complainant and makes inappropriate and often untrue statements about that person. These comments may relate to the complainant's sexual characteristics or racial, ethnic or religious background, to name but a few. For example, in this retaliatory e-mail comments are typically made about a female complainant's sexual promiscuity. This type of public humiliation frequently results in a complaint to Equity Services. The third scenario involves abuse of workplace Internet systems. We often hear complaints from co-workers who must endure receiving their colleagues sexually inappropriate and unwanted jokes, cartoons or pictures or who observe their co-workers surfing pornographic websites while at work. Some brazen workers have even posted sexually explicit photos on their computers as screen savers.

While each case must be examined on its own facts the process we use to determine whether the behaviour could be examined under either the *Policy on Sexual Harassment* or the *Policy on Human Rights* entails several steps. The first of which is to establish whether we have jurisdiction over the sender and jurisdiction over the behaviour. Only members of the University in the course of University or University-related activities are covered by the policies. Therefore, if one receives a sexually offensive e-mail from some nebulous web site in cyberspace it is not likely that the behaviour will be captured by the University of Manitoba's policies. There may be other avenues to explore to detect and deter the unwanted sender. Secondly, the behaviour, or in this case the words in the e-mail, have to fit within some definition of harassment or discrimination found in either of the policies to establish a *prima facie* case. The criteria under each policy are different. For example, if we were

looking at the *Policy on Sexual Harassment* we might ask could the content of the e-mail be said to be “unwanted sexual attention by a person who knows or ought reasonably to know that such attention is unwanted” or is it “abusive and unwelcome conduct or comment which has the purpose or effect of creating an intimidating, hostile or offensive environment”? Sexist remarks and jokes or the displaying of pornographic materials clearly fit within the examples of sexual harassment found under the *Policy on Sexual Harassment*.

Once jurisdiction is established either an informal or formal investigation can commence. Although both policies mandate the complainant expressing his or her disapproval directly to the respondent if he or she is able, we recognize that is not always feasible, especially when there is a power imbalance in the relationship. Many co-workers report being disgusted or embarrassed by jokes they receive from their colleagues or bosses, however feel pressure not to speak up and be judged the curmudgeon of the office. In these situations it is best to get advice from Equity Services. It may be that through Information Services and Technology (IST) the problem can be addressed without having to specifically identify a complainant. The inappropriate use of workplace computers and Internet systems can be a violation of IST policy.

We have also found IST and Campus Security Services helpful in unmasking anonymous e-mailers who bounce their messages through several different websites in hopes of cloaking their true identity. IST advises if you receive an offensive anonymous e-mail follow these steps:

1. Do not delete it. Save all headers. Contact IST.
2. Do not respond to it, even if you only want to say, “don’t send me any more of this garbage.” This may allow your address to be shared by several other unwanted websites.

Once detected IST can suspend the offender’s e-mail account if he or she is a member of the University.

EMPLOYMENT EQUITY

Annual Report 2000 - 2001

1. INTRODUCTION

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

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

2. PROGRESS TOWARD MEETING COMMITMENTS, FEDERAL CONTRACTORS PROGRAM

2.1. Employment Systems Reviews

Reviews of employment procedures and practices by academic and administrative units continues to be the major focus of activity in the University's employment equity program. Faculties and schools are reviewing the ways in which they implement policies and practices in recruitment, selection, promotion, tenure, training and termination of their academic and support staff, and working conditions. The program also includes setting or revising unit-based staffing goals in the context of the University's employment equity program and its commitments to the Federal Contractors Program.

This year five faculties: Architecture, Engineering, Law, Management and Nursing, as well as the Libraries and the Natural Resources Institute began their reviews of employment systems. They comprise the third phase of units carrying out employment systems reviews and follow Art, Continuing Education, Education, Physical Education and Recreational Studies and Music. Fifteen academic units have completed or are conducting their

employment systems reviews. Administrative units are scheduled to begin their reviews in 2001.

To support the ESRs, the Employment Equity Officer provided information sessions for participating deans and directors on what the ESRs entail, and a series of workshops for the faculty committees on various steps of the reviews. Equity Services also provides a manual on conducting ESRs and ensures the procedures for conducting the reviews comply with University requirements in ethics in research involving human subjects.

In order to provide participating faculties and schools conducting their ESRs with information on the representation of the designated groups in their respective workforces, Equity Services conducted a self-declaration census of University employees (sect. 2.2.).

2.2. Achievement of a Representative Workforce

The University conducted a third University-wide census, by which it asked employees to make a self-declaration of their designated group status. This was carried out in two phases: in May 2000, employees in the Faculties and Schools of Art, Continuing Education, Education, Physical Education and Recreational Studies and Music were asked to complete a self-declaration in order that those faculties and schools could have up to date information for their employment systems reviews, which requires an analysis of the representation of the designated groups in their workforces. The rest of the University employees were asked to complete self-declarations in November 2000.

The November census was supported by a communications program which included information sessions as well as circulation of electronic and printed materials.

The response rate for the University overall is 58%; the response rate for full-time continuing staff is 70%. A further breakdown is as follows:

Academic Staff:

Full-time	67% (n= 1575)
Part-time, Sessional	44% (n= 590)

Support Staff:

Full-time	74% (n= 1763)
Part-time, Sessional	45% (n= 215)

Senior Administration:

Full-time	85% (n= 79)
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Given the relatively low rate of response in 2000, a second reminder and update (of employees hired since November 2000) is planned for January 2002.

When supplemented by responses of current employees who completed self-declarations prior to January 1997 but did not do so in 2000, the response rate rises to 60% for the university overall and 76% for full-time continuing staff. Data will be analyzed following receipt of responses to the second reminder and update.

2.3. Special Measures and Reasonable Accommodation

Equity Services, in collaboration with the Office of the Vice-President (Academic) and Provost, provides workshops for search committees for academic appointments. Directed to chairs of search committees, as per the policy on Academic Recruitment, these workshops are now open to any potential and current members of search committees as well as support staff supporting academic searches. A version of the workshop for support staff assisting chairs of search committees was introduced last year.

Two series of information sessions are given annually. This year a total of ten workshops, including two requested by two faculties, were attended 102 participants, including 12 deans and associate deans and directors, 16 department heads, 29 faculty members chairing or participating on search committees, and 45 non-academic staff. Over 346 people have now attended these sessions, 266 academics and 80 support staff; 36 have attended more than once.

The University continued its partnership for a second year with Reaching Equality Employment Services (REES) to provide work-experience opportunities for people with disabilities. Equity Services coordinated the University's participation. The program is funded by the Opportunities Fund, HRDC, and provides work-experience for people with disabilities. The work experience interns receive a training allowance from REES for up to twelve

weeks. Since our partnership began in September 1999, eight interns have been placed and five of those gained employment in term or casual positions. Four are currently members of the University's support staff.

This initiative provides the opportunity for supervisors and work place colleagues to gain personal experience in working with people who have disabilities and to inform supervisors and administrators of the benefits of recruiting people with disabilities and the relative ease by which this can be achieved. The University will be continuing this partnership with REES.

3. PRIORITY ANNUAL ACTIVITIES

3.1. Academic Recruitment

The Employment Equity Officer served on six academic search committees as a non-voting member; met at least once with an additional seven academic search committees in Arts and Science, and responded to over 50 queries on recruitment of academic and support staff.

3.2. Applicant Tracking, Summary of Academic Searches

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

3.3 Employment Equity Incentive Fund

The eighth annual competition for Employment Equity Incentive Fund awards was held in June 2000. This year the Fund's allocation was cut back to \$50,000. This follows two changes last year: the Fund no longer provides baseline funds, only budget-only funds, and it offers a limited number of two-year awards. Eight proposals were received, requesting a total of \$271,750 (\$191,750 for one year and, for six proposals, an additional \$80,000 for a second year). The adjudication committee made three awards amounting to \$33,750 for one year support and provided \$28,000 for the second year for two earlier awards. The awards supported the recruitment of designated groups, enhancement of awareness of Aboriginal cultures, provision of

reasonable accommodation for a disability and the introduction of a diversity audit. The awards for 2000-2001 are listed in Appendix I.

Since 1992, just over \$1,016,105 has been awarded, most directed toward one or more of the designated groups: 51% toward the recruitment or support of women, 34% toward Aboriginal peoples and 9% toward persons with disabilities. In addition, 5% has been directed to increasing general understanding and awareness of equity and diversity issues in the University community.

3.4. Improved Communications on Employment Equity Initiatives at the University

This year for the first time, deans and directors of academic units and directors of administrative units were asked to report on equity and diversity initiatives as part of the budget submission process. This information is important in preparing for the next compliance review of the University's employment equity program by the federal government.

4. COMPLAINTS AND INFORMATION DISSEMINATION

4.1. Complaint of Systemic Discrimination: Manitoba Human Rights Commission

The Manitoba Human Rights Commission is continuing its investigation of a complaint, lodged in 1990, of systemic discrimination by the University against women in its workforce. The University's approach to resolving the complaint is to co-operate with the Commission. This has entailed providing additional available information, in response to a series of requests from the Commission as it has proceeded with its investigation. The Employment Equity Officer worked with the University legal counsel and the Vice-President (Academic) and Provost in preparing a response to the Commission's latest request, received in February 2000, for more information on recruitment and representation of women academics. The University remains available to assist the Commission and is waiting to hear from the Commission on how it wishes to proceed with its investigation.

4.2. Concerns of Employees

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

- complaints about unfair treatment in career advancement,
- complaints about unfair job competitions,
- complaints about lack of reasonable accommodation,
- complaints about hostile work environment,
- concerns about an exclusionary work environment.

The Employment Equity Officer also handled 20 additional requests for information from the University community on the University's employment equity program and practices, reasonable accommodation, equity implications in University procedures and employment equity in general.

OTHER UNIVERSITY ACTIVITIES

The Employment Equity Officer:

- prepared responses from and on behalf of the President's Office on the University's employment equity program and related issues.
- participated in the Human Resource Information System vendor evaluation/ purchase/implementation initiative.
- served on a job reclassification committee.
- provided University of Manitoba students with information on employment equity, both through interviews as well as by lending materials.
- gave lectures on employment equity for courses in the Faculty of Management.

6. LIAISON WITH EXTERNAL INSTITUTIONS AND AGENCIES

The Employment Equity Officer is the contact person for the Federal

Contractors Program. On invitation, she participated in a preliminary discussion on the proposed parliamentary review of the Employment Equity Act.

Equity Services works with Reaching E-Quality Services to support recruitment of persons with disabilities.

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

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

Manitoba Employment Equity Practitioners Association: contact person, membership review committee.

Human Resources Association of Universities in Western Canada: facilitated a discussion on codes of conduct/policies on personal harassment at its annual conference.

7. PRIORITIES FOR NEXT YEAR

7.1. Elimination of Systemic Barriers

- beginning the fourth and final phase of employment systems reviews by faculties and schools and beginning the first phase of employment systems reviews by administrative units.

7.2. Achievement of a Representative Workforce

- updates on the representation of the designated groups in the University workforce; preparation of up to date profiles of the university workforce.

- comparison of the representation of the designated groups in the University workforce with that in the qualified Canadian labour force.
- completion of application of the federal National Occupational Codes to the University workforce profiles.

7.3. Special Measures and Reasonable Accommodation

- reviews of policies and procedures of recruitment of academic and support staff, including enhancing information sessions and providing guidelines and other supporting materials to those involved in hiring.
- preparation of informational materials for administrators, managers and supervisors on job accommodation for members of all designated groups.

7.4. Establishment of a Favourable Climate

- preparation of new or revised brochures and other informational materials on employment equity and related issues.
- collaboration with Equity Services personnel in education and awareness workshops and presentations, in enhancing the delivery of services, and enhancing communications on Equity Services and the University's programs on equity and diversity in the working and learning environments.

7.5. Improved Communications on the University's Employment Equity Initiatives

- improvements in information retrieval on employment equity initiatives undertaken by academic and administrative units.
- improvements in disseminating information on the University's employment equity and related programs to academic and administrative units and the University community generally.

Mary Galloway
Employment Equity Officer

APPENDIX I

**University of Manitoba
Employment Equity Incentive Awards
2000 - 2001**

Continuing Education Division: Specialized equipment in order to carry out day-to-day job responsibilities.

Enrolment Services: Aboriginal focus: working together in Aboriginal student recruitment.

Department of Anthropology: Diversity audit, phase I. Analysis of student survey data.

Department of Electrical & Computer Engineering: Interim support for an outstanding female candidate for a faculty position (second year of award).

Department of Educational Administration, Foundations & Psychology:
Aboriginal education coordinator: Two year secondment (second year of award).

12 June 2002

Report of the Senate Executive Committee**Preamble**

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

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

Dean Ranjana Bird will be the Speaker for the Executive Committee for the June meeting of Senate.

**2. Appointment of Chair
of the Senate Committee on Admission Appeals**

Professor P. Osborne's (Faculty of Law) term as Chair ended on 31 May 2002. The composition of the Committee on Admission Appeals calls for *one member appointed by Senate Executive as Chairperson*. The Chair shall not be a member of a Faculty/School Selection Committee, and they shall not be drawn from the same Faculty or School. The appointee need not be a member of Senate.

The Executive Committee approved the reappointment of Professor Osborne as Chair for a three-year term ending on 31 May 2005.

3. Comments of the Executive Committee

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

Respectfully submitted,

Professor Karen C. Ogden, Acting Chair
Senate Executive Committee

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

/jml

Proposal for a Bachelor of Science in Dental Hygiene Program

Introduction

The School of Dental Hygiene at the University of Manitoba has offered a Diploma in Dental Hygiene since 1963 which has provided sound educational preparation for the clinical practice of dental hygiene. The profession, however, has undergone much growth since that time.

In 1995, the Canadian Dental Hygienists' Association (CDHA) published the document, *"Dental Hygiene: Definition and Scope."* The Association identified the role of dental hygiene to include five primary responsibilities - clinical therapy, health promotion, education, administration, and research.¹ The inclusion of the other dimensions of dental hygiene along with clinical practice prompted a re-examination of the 1988 Health and Welfare document, *"Clinical Practice Standards for Dental Hygiene in Canada"*.² The standards were revised and included in the CDHA document as *"Practice Standards for Dental Hygienists in Canada"*.

This paradigm shift in the practice of dental hygiene coincided with the acquisition of self-regulation in five of the ten Canadian provinces and the development of the National Dental Hygiene Board Examination. The new paradigm produced a redefinition of the educational profile of the profession. In 2000, the CDHA Task Force on Dental Hygiene Education presented its report to the Association's Board of Directors defining dental hygiene education at the baccalaureate, master's, and Ph.D. levels. The proposed outcomes for these degrees have been given to Dental Hygiene Educators Canada (DHEC) for further validation.

At the same time, the Canadian Dental Hygienists' Association approved and published the following recommendation in its document, *"Policy Framework for Dental Hygiene Education 2005"*.³

"Dental hygiene programs must offer a baccalaureate degree in Dental Hygiene as the required credential for entry to dental hygiene practice for all new students commencing in the year 2005."

There are presently 30 dental hygiene programs in Canada including three baccalaureate degree-granting programs. The baccalaureate programs are located at the University of Toronto, Dental Hygiene Degree Completion Program (est. 1978), the University of British Columbia, Dental Hygiene Degree Completion Program (est. 1992), and the University of Alberta Dental Hygiene Degree Program (est. 2000). Dalhousie University is actively pursuing the conversion of their diploma program to a baccalaureate degree in dental hygiene.⁴ The University of British Columbia has established a creative articulation program with the three provincial community colleges enabling students to graduate with a degree in dental hygiene. The Saskatchewan Institute of Applied Sciences and Technology which houses the only dental hygiene program in the province is actively working with the University of Regina

to establish an articulated degree in dental hygiene. Recently, the Heads of Dental Health Programs in Ontario began to explore options for articulation agreements between colleges offering dental hygiene diploma programs to grant baccalaureate degrees in dental hygiene. Because there are no comparable programs in Manitoba, the establishment of the Bachelor of Science in Dental Hygiene program will make available, for the first time, baccalaureate-level education to dental hygienists in the province.

History

In 1993, the School of Dental Hygiene at the University of Manitoba added a prerequisite year (30 credit hours) to the Dental Hygiene Diploma increasing the length of study from two to three years (99 credit hours). The University of Manitoba currently awards Bachelor of Arts and Bachelor of Science degrees with 90 credit hours of study. Couple this fact with the growth and demands of the dental hygiene profession and it seems appropriate that the credential received by the graduates accurately reflects their educational preparation. Additionally, the existing diploma presents several barriers to the vertical growth of the graduate. After investing three full years in university education, graduates receive a diploma in dental hygiene and must select another discipline if they wish to acquire a baccalaureate or master's degree. Accessibility to a baccalaureate in dental hygiene will provide opportunities for graduates to continue their education and to assume roles in health promotion, education, administration, and research, not just in clinical practice.

The University of Manitoba School of Dental Hygiene has a long-standing history in its attempts to establish baccalaureate-level education for dental hygienists. The School of Dental Hygiene first developed *A Curriculum Proposal for the Degree: Bachelor of Dental Hygiene* in 1976. In the proposal, the School documented support for baccalaureate dental hygiene education by the Federal Government Ad Hoc Committee on Dental Auxiliaries as early as 1970. Support for baccalaureate education by the Canadian Dental Hygienists' Association dates back to the late 1960s. The Association strongly supported the potential establishment of a degree program at the University of Manitoba in 1976.⁵

The School again submitted a proposal for a Bachelor in Dental Hygiene degree-completion program during the academic year 1990 - 1991. In a letter dated March 7, 1991 T. P. Hogan, associate vice president notified R. Jordan, dean, Faculty of Dentistry that the Universities Grants Commission had approved the Bachelor of Dental Hygiene Degree Program. Funding, however, was not included in the approval; thus, the program was never launched.⁶

The Commission on Dental Accreditation of Canada (and its predecessor, the Canadian Dental Association Council on Education and Accreditation) has repeatedly supported the creation of a baccalaureate program in dental hygiene at the University of Manitoba. In 1986, the Commission recommended

that the School continue to pursue the implementation of a baccalaureate program.⁷ In 1993, it recommended that the School resubmit the request for financial support for the degree-completion program.⁸ At its most recent survey visit in February 2001, the Commission once again supported the School's efforts to establish a baccalaureate program.⁹

Currently, the Strategic Plan of the Faculty of Dentistry supports the total conversion of the existing diploma program into the Bachelor of Science in Dental Hygiene. Support for the proposed degree program grew out of the widespread move toward baccalaureate education in dental hygiene, which is occurring across Canada. The movement recognizes that dental hygiene practice must respond to an expanding body of dental hygiene theory, changing demographics and oral disease patterns, and greater expectations among the public for quality in oral health services. With the concomitant movement towards evidence-based health care, the dental hygiene practitioner must apply higher-level cognitive skills in assessing the quality of clinical studies and the efficacy of dental hygiene services for each client. Commensurate with these changes has been an expansion of the knowledge required to provide appropriate oral health services for clients, thus creating a curriculum that is bulging at the seams.

The School of Dental Hygiene proposes to establish a Bachelor of Science in Dental Hygiene degree program. The School intends to implement the program using existing budgetary and faculty resources. At present, despite heavy academic workloads of faculty members, the School of Dental Hygiene has established a significant record of community service and excellence in teaching. The School is developing the research capabilities and scholarly activities of its faculty members. The implementation of a baccalaureate degree program will enhance the overall development of the School. Enhanced development will include increased research efforts by faculty and an increase in their ability to develop their own areas of expertise, as well as fostering the development of interdisciplinary linkages within the university community.

Summary of Admissions Requirements for the Baccalaureate Degree

The only change to the existing admissions requirements is the addition of a requirement to show evidence by self declaration of computer-based word processing skills and Internet browsing skills before entering the program. Candidates for admission to the entry-level baccalaureate program in dental hygiene will normally have satisfactorily completed a minimum of 30 credit hours in the University 1 year, including the University's numeracy requirement. Successful completion of three dental hygiene courses – 070.4FF Dental Hygiene Theory and Practice IV, 070.3CC Communications, 70.28C Community Health I and 70.38B Community Health II, satisfies the University's written English requirement. Other requirements include:

Chemistry 002.130, and Chemistry 002.131 or 002.132

Zoology 022.132, Anatomy and Zoology 022.133

Physiology 022.253 and 022.254

Psychology 017.120

Statistics 005.100

Electives totaling 9 credit hours (Sociology is strongly recommended)

Applicants must participate in an interview and adhere to specific immunization policies and have certification in Cardiac Pulmonary Resuscitation (Basic Cardiac Life Support). A minimum GPA of 2.5 is required for consideration for admission, but admission is competitive. Students will pursue a full-time course of study in the entry-level program.

Special Applicant Category

The dental hygiene program has in place a process for special consideration of some applicants to the baccalaureate program. The School gives special consideration to students of native ancestry. The School also gives special consideration to individuals with a minimum of two years of experience in a related health field, including international medical and dental graduates.

Summary of Admissions Requirements for Degree Completion Applicants

The program will be available to dental hygiene diploma graduates of the University or other institutions wishing to complete requirements for the baccalaureate degree on a full-time and part-time basis. Transfer of credit for courses completed at other institutions will be possible through appropriate University procedures. The School will evaluate credits from other institutions on an individual basis.

Admission to the degree completion program requires of students that

- They must possess a Diploma in Dental Hygiene from a program accredited by either the Commission on Dental Accreditation of Canada or the American Dental Association's Commission on Dental Accreditation.
- They must possess the National Dental Hygiene Certification Board (NDHCb) Certificate
- They must hold current licensure to practice dental hygiene.

Curriculum Overview

The competency-based curriculum will focus on preparing students as clinicians, community health workers, and oral health educators as well as introducing students to the fundamentals of research methods and practice management. The program exposes students to a balance of basic sciences, oral health sciences, the humanities, dental hygiene theory and practice and clinical practice in order to prepare them to meet the needs of a broad range of population groups. More than 600 hours of the curriculum are clinically based.

The program will fast-track a traditional four-year baccalaureate degree over a three year time frame, continuing to incorporate the University 1 year into the flow of courses. An additional 21 credit hours will be added to the current School of Dental Hygiene-based curriculum. The program will require students to complete 120 credit hours for the baccalaureate degree. With the addition of 21 credit hours, the School of Dental Hygiene curriculum will extend over six terms rather than the existing 4 terms for the diploma. Two of these terms will be offered during the May-June Intersession period enabling students to complete their degree within the two calendar year period that currently exists with the Diploma. The additional credit hours will be obtained from a variety of existing university-wide courses. Please note that the relevant "Proposals for the Introduction, Modification or Reactivation of Undergraduate or Certificate Courses" are enclosed separately as part of this proposal.

The Baccalaureate Curriculum

University 1- Prerequisites

Course No.	Title	Credit Hours
O22.132/133 or O22.253/O22.254	* Anatomy & Physiology	6
O02.130/131 or O02.132	* Chemistry	6
O17.120	* Psychology	6
O05.100	* Statistics	3
xxx.xxx	* Electives (Sociology highly recommended)	9
Total Credit Hours:		30

* Existing course from other Faculties

Note: Students must show evidence of computer-based word processing skills and Internet browsing skills prior to entering the program.

Term I – Dental Hygiene Program (May/June)

Course No.	Title	Credit Hours
070.2CC	*** Periodontology I	1
070.2A3	*** Dental Hygiene Theory & Practice I	2
070.2AA	*** Pre-clinical Dental Hygiene	2
070.123	Oral & Dental Anatomy	4
	Total Term I Credit Hours	9

Term II-Dental Hygiene Program (Sept./Dec)

Course No.	Title	Credit Hours
70.2FF	***Dental Hygiene Theory & Practice II	2
070.2AC	*** Clinical Dental Hygiene I	2
070.128	Microbiology and Infectious Diseases	3
047.208	* Interpersonal Communication Skills (Faculty of Social Work)	3
070.126	Radiology	4
070.2CD	** Ethics, the Law, and the Practice of Dental Hygiene	1
070.288	** Dental Materials & Products	2
070.28C	*** Community Health I	3
	Total Term II Credit Hours	20

Term III-Dental Hygiene Program (Jan./April)

Course No.		Credit Hours
049.126	* Human Growth & Development (Faculty of Nursing)	3
068.245	* Research Methodology (School of Medical Rehabilitation)	3
070.228	Pharmacology	2
070.237	Nutrition in Dentistry	2
070.3AA	*** Dental Hygiene Theory & Practice III	2
070.3A8	*** Clinical Dental Hygiene II	2
070.3CC	*** Dental Hygiene Communications	2
070.127	Biology of the Head & Neck	3
	Total Term III Credit Hours	19

Term IV-Dental Hygiene Program (May/June)

Course No.		Credit Hours
070.3FF	***Clinical Dental Hygiene III	3
070.238	Pain Management	2
070.4A8	*** Ethics, the Law, & the Practice of Dental Hygiene II	2
	Total Term IV Credit Hours	7

- * Existing course from other Faculties
- ** New course within the School of Dental Hygiene
- *** Revised course within the School of Dental Hygiene

Note: The formula for clinic, laboratory and fieldwork courses is that 3 contact hours = 1 credit hour.

Term V-Dental Hygiene Program (Sept./Dec.)

<u>Course No.</u>		<u>Credit Hours</u>
070.388	*** Community Health II	3
070.4CD	*** Clinical Dental Hygiene IV	3
070.4FF	*** Dental Hygiene Theory & Practice IV	3
070.234	Periodontology II	2
070.235	Biology of Oral Tissues	2
070.230	Oral & General Pathology	3
070.4AC	*** Dental Hygiene Care for Persons with Disabilities	3
	Total Term V Credit Hours	19

Term VI-Dental Hygiene program (Jan./April)

<u>Course No.</u>		<u>Credit Hours</u>
070.4 ss	***clinical Dental Hygiene V	4
070.4CC	***Dental Hygiene Theory & Practice V	3
070.4AA	** Assessment & Treatment Planning for Advanced Periodontal Diseases	3
070.4DD	** Professional Practice Management and Leadership	2
070.4EE	*** Independent Study	2
070.48B	** Community Health III (Practicum)	2
	Total Term VI Credit Hours	16

- * Existing course from other Faculties
- ** New course within the School of Dental Hygiene
- *** Revised course within the School of Dental Hygiene

Note: The formula for clinic, laboratory and fieldwork courses is that 3 contact hours = 1 credit hour.

Degree Completion Program

Students with diplomas in dental hygiene from the University of Manitoba will complete 21 credit hours if they graduated after 1993. Dental hygienists who graduated from the University before 1993 will complete 24 credit hours of electives in addition to 21 dental hygiene baccalaureate credit hours (total 45). Graduates of accredited dental hygiene programs from other provinces or the United States will take either Option A or Option B dependent upon whether they took a pre-professional year at their institution of graduation. For both options, the two-year dental hygiene diploma from any accredited Canadian or U.S. dental hygiene program will be accepted as 75 credit hours towards the baccalaureate degree in dental hygiene. Option A and Option B are described below.

	Pre-Professional Year	Dental Hygiene	University of Manitoba	BScDH
Option A	1 year	2 years	1 year	120 credits
Option B	-	2 years	2 years	120 credits

Option A. Dental hygienists who graduated in 1993 or after must complete 21 credit hours from the following list of courses.

<u>Course No.</u>	<u>Title</u>	<u>Credit Hours</u>
Mandatory Courses (6 Credit hours)		
xxx.xxx	*# Research Methods (Student choice)	3
xxx.xxx	*# Statistics (Student choice)	3
070.238	Pain Management (If they don't have this course or its equivalent)	2
Dental Hygiene Electives (Minimum of 6 credit hours)		
Students must select 2 of the following seven courses		
070.4XX	*## Advanced Oral Pathology (Web based)	3
070.4XY	*## Microbiology & Immunology (Web based)	3
070.4AA	**## Assessment & Treatment Planning for Advanced Periodontal Disease (Web based)	3
070.4FG	**## Advanced Independent Study	3-6
070.4XZ	**## Teaching Practicum	3-6
070.4MW	** Community Health Practicum	2
070.4DD	** Professional Practice Management & leadership	2
Suggested Electives (Up to 9 credit hours)		
049.126	*# Human Growth & Development	3
015.129	*# Critical Thinking	3
077.249	*## Sociology of Health & Illness	3
077.354	*## Sociology of Health Care Systems	3
030.121	*## Nutrition for Health & Changing Lifestyles	3
015.274	*## Ethics & Biomedicine	3
xxx.3xx	*## Electives	3-9

- * Existing course from other Faculties
- ** New course within the School of Dental Hygiene
- # Mandatory course
- ## Elective course

Note: Up to nine credit hours of electives is free choice

Option B. Dental hygienists must complete the 21 credit hours above and 24 credit hours of free-choice electives if they graduated before 1993. This requirement applies to graduates from the University of Manitoba or other accredited two-year dental hygiene programs in North America with no pre-professional year.

General Calendar Additions

- **Writing Skills** - Once in the program, students who do not exhibit ability to communicate in writing may be required to seek remediation in writing skills.
- **Transfer of Credit** - The School may consider University credits earned outside of dental hygiene diploma programs or earned as part of an incomplete degree for transfer credit. If a student earned credit for a required course in the baccalaureate program as part of a diploma in dental hygiene or as part of another degree, an alternative course must be submitted for consideration.
- **Residence Requirements - Baccalaureate Degree-Completion Program** students are required to complete at least 30 credit hours of University of Manitoba courses with the minimum grade of "C" in each course.

Transition Plan

In order to plan for the transition between students graduating from the diploma versus the baccalaureate programs in dental hygiene, the School projects the following timeline.

August 2002 Last intake for two-year curriculum

May 2003 First intake for three year curriculum

May 2004 Last class of Diploma graduates

May 2005 First Class of BSc DH graduates

PROGRAM APPROVAL PROCESS - PROPOSAL
FINANCIAL

Page 1

INSTITUTION: University of Manitoba

PROGRAM REQUEST: Bachelor of Science in Dental Hygiene

	(1) Funding Request Year 1 ^{1,2}	(2) Funding Request Year 2	(3) Funding Request Year 3	(4) Total Annual Program Funding ³ (1+2+3)
Program Revenue				
1a Tuition Fees	74,257			
1b Contribution from college or university	246,541			
1c Other sponsors				
1d Other Revenue				
(1) Total Direct Program Revenue (1a+b+c+d)	320,798	320,798		

Direct Program Costs⁴

Number of positions	5.40	N/A		
Number of academic positions (included above)	4.60	N/A		
2a Salaries	311,860	N/A		
2b Operating	8,938	N/A		
2c Capital (Identify capital required)	N/A	N/A		
(2) Total Direct Program Costs (2a+b+c)	320,798	N/A		

(3) Contribution or (Cost) before Indirect Costs (1-2)	0	N/A		
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Indirect Program Costs⁵

Number of positions	N/A	N/A		
4a Salaries	N/A	N/A		
4b Operating	N/A	N/A		
4c Capital (Identify capital required)	N/A	N/A		
(4) Total Indirect Program Costs (4a+b+c)	N/A	N/A		

Program Funding Request

5 Total Net Program Contribution or (Cost): (3-4)	N/A	N/A		
6 Funding Request	N/A	N/A		
7 Total Enrollment headcount	N/A	N/A		
8 Total Full-Time Equivalent (FTE) enrollments ⁶	N/A	N/A		
9 Total Net Program Contribution or (Cost) per Enrollment (5 / 7)	N/A	N/A		
10 Total Net Program Contribution or (Cost) per FTE Enrollment (5 / 8)	N/A	N/A		

- 1.. Current program funding is to be identified as Year 1 revenues and costs where the program approval request is to fund the expansion of an existing program. In the case of expansion, Year 2 costs indicate the additional funding requested.
- 2.. Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full-time equivalent staff on an annual basis) and total annual (continuing) funding requirements are to be identified in column 4.
- 3.. Where implementation of an approved program exceeds three years, all subsequent annual funding changes are to be identified in the requested format.
- 4.. Direct program costs (instructional and research) include salaries and fringe benefits of faculty and instructional support staff (e.g. laboratory assistants/technicians, etc.), related operating expenses and capital equipment.
- 5.. Indirect program costs include the additional salaries, fringe benefits, operating and capital equipment requirements of department heads, clerical support, etc. IF ADDITIONAL FUNDING AND STAFF ARE REQUIRED.
- 6.. Full-time equivalent for colleges is 180 training days; for universities it is full-time + (part-time/3.5).

May 22, 2002

Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the Faculty of Dentistry for a Bachelor of Science in Dental Hygiene Program

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".

Observations

1. The Faculty of Dentistry is proposing the conversion of the existing diploma program (99 credit hours) in dental hygiene to a baccalaureate degree program (120 credit hours).
2. This program will be offered over three calendar years by using two intersession terms, the end result being that the program will take one calendar year less than otherwise would be the case.
3. The competency-based curriculum will focus on preparing students as clinicians, community health workers, and oral health educators, as well as introducing them to the fundamentals of research methods and management. The program exposes students to a balance of basic sciences, oral health sciences, the humanities, and clinical practice in order to prepare them to meet the needs of a broad range of population groups. More than 600 hours of the curriculum are clinically based.
4. Beginning term one of the program in intersession could cause a timing problem relating to the transition from University 1 and admission into the program. The Faculty and School have indicated that they intend to use mid-term grades to assist in granting conditional acceptance into the program.
5. The program will incorporate the University 1 year into the flow of courses. An additional 21 credit hours will be added to the School of Dental Hygiene-based curriculum. The program will require students to complete a maximum of 120 credit hours for the baccalaureate degree. The additional 21 credit hours will be obtained from a variety of existing university-wide courses.
6. The Faculty of Management has indicated its support for management course **070.4DD Professional Practice Management and Leadership**.
7. The Libraries have indicated their support for the implementation of this program.
8. The Faculty of Dentistry submitted many letters of support for this program from practicing Dentists across Manitoba.

9. The transition plan indicates that the last intake for the two-year curriculum will be in 2002, with the first intake for the three-year curriculum being in 2003.
10. A complete copy of the Faculty's proposal is available for review in the Office of the University Secretary, 312 Administration Building.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends that the proposal from the Faculty of Dentistry for a Bachelor of Science in Dental Hygiene Program, together with the following course changes, dated March, 2002, 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.

/jml

Comments of the Senate Executive Committee:

Courses to be deleted in August 2003:

The Senate Executive Committee endorses the report to Senate.

070.124	Preclinical and Clinical Dental Hygiene	-9
070.129	Preclinical Restorative Dentistry Techniques for Dental Hygienists	-4
070.132	Dental Materials	-2
070.134	Communications	-2
070.135	Community Health I	-4
070.136	Periodontology I	-2
070.231	Dental Hygiene	-15
070.236	Community Health II	-4

Courses to be introduced:

Term I:

070.2CC Periodontology I +1

A study of the normal tissues of the periodontium, and an introduction to gingival diseases, their etiology, epidemiology, and treatment, especially as these relate to dental hygiene practice. A critical analysis of cases is included. First term, lecture 15 hours.

070.2AB Dental Hygiene Theory and Practice I +2

This course will provide the student with foundation knowledge and skills enabling them to acquire sufficient basic skills to allow them to begin to provide patient care. The major focus is on the development on instrumentation skills in the dental simulation laboratory, progressing,

ultimately, to the provision of clinical care on humans. This course is at the novice level on the competency continuum.

070.2AA Pre-clinical Dental Hygiene +4

This course provides the student with foundation knowledge and skills enabling them to acquire sufficient basic skills to allow them to begin to provide patient care. The major focus is on the development of instrumentation skills in the dental simulation laboratory, progressing ultimately to the provision of clinical care on humans. This course is at the novice level on the competency continuum. First term, Lab & Clinic/90 hours.

Term II:

070.2FF Dental Hygiene Theory and Practice II +2

This course introduces the theoretical framework by which a dental hygienist practices and will facilitate the development of a self-directing, self-assessing professional. A continuation of foundation knowledge for the achievement of early clinical dental hygiene skills including placement of sealants will be the major focus. Term II, Lecture & Seminar/30Hrs. *Pre-requisites: 070.2AB and 070.2AA.*

070.2AC Clinical Dental Hygiene I +2

This course is an elaboration of the foundation skills acquired in Pre-Clinical Dental Hygiene and is extended to the delivery of care to clients in the early stages of gingival disease. Clinical practice will include utilization of the dental hygiene process of care in the Faculty of Dentistry Clinic. The student will begin to move along the competency continuum towards the level of a beginner learner by the end of the first year. The course will provide six hours per week of clinical contact in the second term. Clinic/90 hours. *Pre-requisites: 070.2AB, 070.2AA and 070.123.*

070.2CD Ethics, the Law, and the Practice of Dental Hygiene +1

This course begins a study on ethics, the law and the practice of dental hygiene. It is a pre-requisite to 070.4AB Ethics, the Law and the Practice of Dental Hygiene II. In large group settings, discussion will ensue on the meaning, implications and application of the Canadian Dental Hygiene Code of Ethics to the scope of practice of dental hygiene in the context of Manitoba regulations and licensure. This includes an introductory study of the law, both criminal and civil, governing dental hygiene practice. Students will be exposed to provincial regulations and licensure (scope of dental hygiene practice) across Canada. Lecture 15 hours. Term 2. Both terms/Lecture and Seminar/60 total hours.

070.2BB Dental Materials and Products +2

A study of the properties of materials used in the oral environment and for preventive and therapeutic purposes. Laboratory demonstrations and exercises demonstrate the correct preparation, handling, and use of these materials and products. Second term, Lecture (1)/Lab (3) Total 40 hours.

070.2BC Community Health I +3

This course develops the student's understanding of oral health, the health care system and the evolution of health promotion in Canada in the context of oral health and health in general.

Collaboration amongst health professionals and the building and support of healthy public policy is emphasized. Students conclude this introductory study of community health by applying a systematic program planning process to the development and implementation of a community dental hygiene outreach activity aimed at children. This course is a pre-requisite to 070.3BB Community Health II. Term II: Lecture 18, Lab 15, FW 6, Total hours 39.

Term III:

070.3AA Dental Hygiene Theory and Practice III +2

This course builds on the knowledge, skills and values acquired in the terms I and II of the program. Foundation knowledge on more advanced techniques such as ultrasonic instrumentation, air polishing and periodontal root debridement will be provided. The analysis of actual clinical cases by the students will comprise a portion of this course. Term III, Lecture/60 hours. *Pre-requisites: 070.2AB, 070.2AA and 070.2AC.*

070.3AB Clinical Dental Hygiene II +2

This course focuses on the continued development of students' clinical practice skills on clients with early to moderate forms of periodontal disease. The learner, positioned as a beginner on the competency continuum, will begin to advance towards the attainment of competence on clients with early forms of periodontal disease. This course provides six (6) clinical contact hours per week in Term III. *Pre-requisites: 070.2AB, 070.2FF, 070.2AA and 070.2AC.*

070.3CC Dental Hygiene Communications +2

This course is designed to further develop the dental hygienist's professional communication skills. Students will focus on key variables that have the potential to impact upon the health of clients from diverse backgrounds, including effective interviewing and counselling strategies. An exploration of gender and power in the work force will help prepare students to deal with challenging situations. Team building and the provision of effective oral presentations and written information are addressed to enhance communication skills for groups. Lecture/30 hours.

Term IV:

070.3FF Clinical Dental Hygiene III +3

This course focuses on the continued development of students' clinical practice skills on clients with moderate forms of periodontal disease. The learner, positioned as a beginner on the competency continuum, will begin to advance towards the attainment of competence on clients with early forms of periodontal disease. The course provides a total of 135 hours of clinical contact. Term IV Clinic/135 Hrs. *Pre-requisites: 070.2AB, 070.2AA, 070.2FF, 070.2AC, 070.3AA and 070.3AB.*

070.4AB Ethics, the Law and the Practice of Dental Hygiene II +2

This course provides the milieu for the dental hygiene student to develop competency in practicing in an ethical and legal manner with all clients. 070.2CD Ethics, the Law and the Practice of Dental Hygiene I is a pre-requisite course. Through vicarious and real life encounters, small group discussions, journal-keeping and self-appraisal, students learn to recognize ethical distress, consider legal ramifications and implications of malpractice, process

ethical dilemmas in a systematic fashion, and conclude with a behavior that is both ethical and legal. Students are required to demonstrate evidence of commitment to professionally related activities and/or associations. Lecture/30 Term 1, Lecture 30, Lab 0, Total hours 30.

Term V:

070.3BB Community Health II +3

This course covers the key factors a community-based oral health program should address to ensure oral health throughout the lifespan. In particular, the course examines fluoridation and access to care. Students will prepare for Community Health III fieldwork by focusing on the assessment and planning phases required to deliver their specific community-based event and programs. Second term, Lecture 42, FW 3 hours.

070.4CD Clinical Dental Hygiene IV +3

Clinical Dental Hygiene IV provides the student with a broad range of clinical experiences, typical to dental hygiene practice across Canada. Students will provide care for clients in community-based health centers, private general dental practices, and Faculty of Dentistry dental clinics. The course emphasizes care for persons with moderate to advanced periodontal disease enabling them to achieve competency in their clinical skills. Term V, Clinic/135 hours. *Pre-requisites: 070.2AC, 070.3AB, 070.3FF, 070.2AB, 070.2FF and 070.3AA.*

070.4FF Dental Hygiene Theory and Practice IV +3

In this course, the student will further explore dental hygiene practice using the dental hygiene paradigm concepts of: 1) client, 2) health/oral health, 3) environment, and 4) dental hygiene actions. Through case studies of clients who have moderate to advanced periodontal disease and/or compromised or rehabilitated dentitions, the student will apply the process of dental hygiene care using the Human Needs Model. They will employ learning, teaching and behavior modification theories, collaboration and evidence-based decision-making when facilitating client oral health. Term V, Lecture 45 Hrs. *Pre-requisites: 070.2AB, 070.2FF, 070.3AA, 070.2AA, 070.2AC, 070.3AB and 070.3FF.*

070.4AC Dental Hygiene Care for Persons with Disabilities +4

This course focuses on the development of individualized, client-driven and centred dental hygiene care plans that meet the need(s) of persons with disabilities. Spokespersons from support groups or organizations for persons with disabilities and their families will share experiences/stories with the participants so that they may develop an empathetic understanding of the client's unique needs. Students will work in small groups to prepare dental hygiene care plans based on client cases. Model Term 1, Lecture/45

Term VI:

070.4SS Clinical Dental Hygiene V +4

Clinical Dental Hygiene V continues to provide the student with a broad range of clinical experiences, typical to dental hygiene practice across Canada. Students will provide care for clients in community-based health centres, private general dental practices, and Faculty of Dentistry dental clinics. Students will demonstrate competency in their clinical skills on persons with moderate to advanced periodontal disease. Term VI, Clinic/180Hrs. *Pre-*

requisites: 070.2AC, 070.3AB, 070.3FF, 070.4CD, 070.2AB, 070.2FF, 070.3AA and 070.4FF

070.4CC Dental Hygiene Theory and Practice V +3
 This course builds on the knowledge, skills and values acquired in Terms I to V of the program. The analysis of actual clinical cases by the students will comprise the bulk of this course. Term VI, Lecture/45 Hrs. *Pre-requisites: 070.2AB, 070.2FF, 070.3AA, 070.4FF, 070.2AA, 070.2AC, 070.3AB, 070.3FF and 070.4CD.*

070.4AA Assessment and Treatment Planning for Advanced Periodontal Diseases +3
 This Web CT course is offered in collaboration with the University of British Columbia (UBC) and is designed to build on knowledge acquired in Periodontics I and II. This course will facilitate integration of expanded theoretical knowledge into the provision of oral health services utilizing an evidence-based, care-based approach. Lecture/45 total hours.

070.4DD Professional Practice Management and Leadership +2
 This course is designed to provide the student with the necessary knowledge and skills to facilitate a smooth transition to the work environment. Workplace dynamics, time management, insurance codes, team building strategies and leadership will be the focus of this course. Oral health care management in a variety of organizations such as private dental practices, community health agencies, research and industry will also be discussed. Second term, Lecture/30 hours.

070.4EE Independent Study +2
 This course provides students with the opportunity to pursue an area of dental hygiene practice that holds a special interest to them. Students self-select the area to investigate and present a document referred to as a "contract" which outlines the objectives of their learning mission, method of learning, and means of evaluation. By fulfilling the contract, students develop critical thinking and problem-solving skills. Second term.

070.4BB Community Health III (Practicum) +2
 This course is a practicum focusing on the implementation and evaluation of the health promotion program planning process in the field. Students will host an oral health awareness raising event for the public, provide community-based oral health promotion at selected sites, and develop a small-scale oral health promotion program for a teen or adult population. First term, Fieldwork/90 hours.

Degree Completion Courses:

070.4XX Oral Pathology +3
 A Web-based CD-ROM distance education course designed to present the clinical and pathobiologic aspects of diseases that affect oral and maxillofacial tissues or present with significant oral manifestations of systemic diseases. This course is presented in conjunction with the University of Manitoba and the University of British Columbia.

070.4XY Microbiology and Immunology +3
 This Web CT course is offered in conjunction with the University of British Columbia.

Microbiological and immunological concepts that are the scientific basis for understanding human response in health and disease will be explored. This course builds on knowledge acquired from dental hygiene entry-to-practice level education and dental hygiene practice. Term TBA, 45 on-line hours.

070.4FG Advanced Independent Study +3-6
This course will enable the degree completion student to explore issues or areas of interest in dental hygiene with the mentorship of a dental hygiene faculty member. Dependent upon the extent of the project, students may enrol in either three or six hours of study.

070.4XZ Teaching Practicum +3-6
This course provides students with a seminar course in clinical teaching methodologies and the opportunity to practice teach within an undergraduate dental hygiene program under the supervision and mentorship of dental hygiene faculty members.

NET CHANGE IN CREDIT HOURS: +27

April 29, 2002

Report of the Senate Planning and Priorities Committee on the Faculty of Dentistry Proposal to Introduce a Baccalaureate Degree in Dental Hygiene.

Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in the *Senate Handbook* (online version), section 8.32 wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The original idea for a baccalaureate degree dates back to 1991. However, redefinition of the Dental Health paradigm in 1995 by the Canadian Dental Health Hygienists Association (CDHA) to include clinical therapy, health promotion, education, administration and research, as well as a revision of standards in "Practice and Standards for Dental Hygienists in Canada" makes the case for a baccalaureate program more pressing.
3. Dental Hygienists are self-regulating in five Canadian Provinces. This proposal coincides with the development of a National Dental Hygiene Board Examination. The CDHA has redefined dental hygiene at the baccalaureate, master's and Ph.D. levels.
4. The Faculty of Dentistry proposes to introduce a 120 credit hour four-year Bachelor of Science in Dental Hygiene to be fast-tracked over three years. The program will replace the existing three-year diploma program commencing in May 2003. The last diploma students will graduate in May 2004.

Observations

1. Currently the School of Dental Hygiene (DH) has a three-year program (99 credit hours). The School anticipates a growth of demand for DH professionals. Current Diploma graduates need to seek admission into other programs in order to qualify for a B.Sc. or M.Sc. These degrees are crucial to grads of the new B.Sc. to assume roles in health promotion. There are 30 dental hygiene programs in Canada including three at the B.Sc. level (the University of Toronto, the University of Alberta and the University of British Columbia). A new program at the University of Manitoba would be the only such program between southern Ontario and Alberta.
2. There is a high demand for Dental Hygienists in Manitoba. The Manitoba Dental Hygienists' Association identified 74 vacancies in 2000 in Winnipeg. There is also a critical need in rural Manitoba. Students currently complete 99 credit hours and receive a diploma as their credential. Although the baccalaureate degree is not a requirement for registration in Manitoba at this time, the Manitoba Dental Association (MDA), the regulatory authority for dental hygiene, is in support of this degree proposal.
3. The general goals and philosophy of the School of Dental Hygiene are commensurate with the mission of the University of Manitoba in terms of this new program proposal.

4. There are stated prerequisites for admission to the degree (through University 1), including a three credit hour statistics course (course number as yet undefined), plus nine credit hours of electives, which are undefined although sociology is recommended. Four new two-credit hour courses are to be introduced. Nineteen dental hygiene courses (totalling 47 credit hours) are to be revised or are currently under revision. Twenty-seven credit hours of existing courses are identified within the new program. All additional courses to be added to the degree have letters of support.
5. A degree completion option will be made available to those who already have a diploma. Prerequisites and courses to be taken will be considered on a case-by-case basis.
6. Two optional pathways for "out of province students" with Diplomas in Dental Hygiene to complete a baccalaureate are described. A two-year diploma from an accredited North American institute will receive 75 credit hours of advance credit to their baccalaureate program.
7. Transfer of credits. New program will consist of 120 hours, an increase of 21 hours over the current Diploma requirements, which means adding two terms to the program from the existing four making it a six-term program. Rather than adding an additional year to accommodate the 21 added credit hours, it is the preference of the regulatory authority that the University not create a fourth year given the current shortage of dental hygienists in the province. Dental Hygiene students will benefit from the addition of two intersession periods, as they will have better access to both patients and clinical facilities during the spring periods. They will also have the advantage of receiving a four-year degree in three years with the addition of only four months to their curriculum.
8. The majority of the additional 21 credit hours added to the curriculum will be taught by other faculties within already existing courses i.e.: research methods (Med Rehab); Communications (Social Work), Human Growth and Development (Nursing); Advanced Periodontal Diseases (UBC-Web course). These courses are intended to augment and enrich the curriculum with foundation skills from allied health professions. All other new courses are derived from content that is currently already within the existing curriculum but under the umbrella of larger courses with more credit hours. (For example, the current 70.124 is a 15 credit hour course and includes material that will be subdivided into several new courses.) Faculty teaching hours will not increase.
9. The two pre-session periods will be comprised primarily of clinical hours, which are typically taught primarily by part-time faculty. The Faculty will add more part-time faculty to these clinical courses to replace full time faculty that may have been previously assigned to these courses. This will be accomplished through internal reallocation of funds derived from additional tuition dollars accrued during this period of time.
10. No new human resources are required. Existing resources will be redeployed as the new program is phased in. No significant new library resources are required. Existing teaching facilities are considered to be adequate. There may be a small additional cost to students for equipment, books and supplies. There will not be a change to classes or clinics for students as additional part-time faculty will be employed through internal reallocation of funds. Should some full-time faculty be assigned to teach during a May/June period, their teaching load during either the fall or spring term will be

reduced accordingly.

11. Careful consideration has been given to creating a revenue neutral budget. Within Dentistry revenue will be offset by the additional costs of sessional teaching and support staff. It is anticipated that the additional year of required study will result in an increase in tuition fee revenue; the actual amount will depend on enrolment. In the first year of the program operation this is anticipated to be on the order of approximately \$40,000 within Dentistry; the additional revenue will accrue to the faculty by the addition of the two intersession terms. Incremental income will also accrue to other faculties involved in teaching courses based on the number of credit hours taught by each faculty.
12. The Faculty of Dentistry has consulted widely regarding the program, including an assessment of the program by the University of Alberta and the University of British Columbia.

Recommendation

SPPC endorses the Faculty of Dentistry Proposal to introduce a B.Sc. in Dental Hygiene and recommends THAT Senate approve the proposal and recommend it to the Board of Governors for approval.

Respectfully submitted,

Norman Halden, Chair
Senate Planning and Priorities Committee

/jml

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

May 22, 2002

Report of the Senate Committee on Curriculum and Course Changes on revisions to the Respiratory Therapy Baccalaureate Program

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 2002). SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses."
2. The Senate Committee on Curriculum and Course Changes (SCCCC) met on April 10, 2002 to consider a proposal from the School of Medical Rehabilitation for changes to the Respiratory Therapy Baccalaureate Program.

Observations

1. The Baccalaureate Program in Respiratory Therapy was originally approved by Senate and the Board of Governors in 1998 but was not implemented because the Council on Post Secondary Education wanted to include Respiratory Therapy in its examination of allied health programs. The Council has recently approved the program independent of any other allied health programs.
2. Since the program was approved some four years ago, changes have occurred to both course content and emphasis, and the School of Medical Rehabilitation is therefore proposing a number of curriculum changes. The proposed changes result in a reduction of 5 (five) credit hours in the courses being introduced and 9 (nine) credit hours overall in the program.
3. Upon approval of the curriculum changes by Senate, the School of Medical Rehabilitation intends to move quickly to mount the program and have indicated that they currently have the resources in place to offer the program beginning in the 2002-03 (O3R) academic year.
4. The School of Medical Rehabilitation has also provided an updated statement of support from the Libraries.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends that the curriculum and course changes proposed by the School of Medical Rehabilitation to the Baccalaureate Program in Respiratory Therapy, as listed below, and the program changes as shown in Appendix A of this report, be approved by Senate.

Respectfully submitted,

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

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

/jml

Comments of the Senate Executive Committee:

Courses to be modified/introduced:

The Senate Executive Committee endorses the report to Senate.

Year One

- 068.1AB Respiratory Anatomy and Physiology (3) 0
Principles of pulmonary mechanics, ventilation, diffusion, perfusion, ventilation-perfusion relationships, gas transport, control of ventilation, and acid-base physiology. 60 hours
- 068.1AC Applied Sciences for Respiratory Therapy (3) 0
Gas laws, unique behaviour of specialty gases, fluid dynamics, fundamental principles of electricity, electronics and electrical safety, concepts of basic and advanced chemistry not treated in 68.120. 60 hours
- 068.1AD Technical Aspects of Respiratory Therapy (3) 0
Medical gas and supply systems, flowmetering devices, regulators, medical gas outlets, vacuum systems, regulatory authorities on the supply, production and distribution of medical gases. 45 hours
- 068.1AE Introduction to Medical Microbiology and Infectious Diseases (2) -1
Infectious disease processes, causes of contamination and infection, provision of a safe environment for patients. 32 hours
- 068.1AF Introductory Pharmacology (2) -1
Pharmacology principles, phases of drug events, factors modifying drug effects, drug preparation, individual pharmacologic agents including: ANS drugs, CNS drugs, respiratory medications, cardiac medications, antibiotics. 36 hours
- 068.1AG Treatment Administration in Respiratory Care (3) 0
Administration of medical gases, humidity and aerosol therapy, environmental therapy, positive pressure breathing devices, respiratory exercises, incentive spirometries and bedside spirometry. 60 hours
- 068.1AH Ventilatory Support Principles (6) 0
Physical principles of continuous ventilatory support including: physics of ventilator operation and physiological aspects of ventilatory support. Provides a framework for 68.2BB and 68.2BC. 120 hours
- 068.1AI Basic Fieldwork (4) 0
A preparatory period followed by four weeks of field experience under supervision of a practicing respiratory therapist at one or more approved clinical sites. 160 hours

Year Two

068.2BA Respiratory Clinical Assessment (6) +3

Correlation of patho-physiological mechanisms with clinical manifestations of common respiratory diseases; how rational management evolves from this understanding. 86 hours

068.2BB Clinical Aspects of Ventilatory Management (3) 0

Lecture, seminar and laboratory simulation on adult and pediatric ventilatory management. Estimation of ventilatory requirements, ventilator selection, weaning, ventilatory adjuncts, transport, and long term ventilatory support. 45 hours

068.2BC Ventilatory Support Instrumentation (6) 0

Comprehensive review of the components, operation and use of specified adult, pediatric and neonatal mechanical ventilators. Classroom and laboratory sessions. 180 hours (90 lecture, 90 lab)

068.2BD Pulmonary Investigations (3) 0

Lung function testing principles and procedures including: static and dynamic measures, determination of volumes and capacities, exercise physiology. An analysis of lung function changes relative to common disease physiology. 50 hours

068.2BE Physiologic Measurements (3) 0

Acid base physiology, interpretation of physiologic values, design theory, operation and care of gas analyzing devices, oximetry, capnography, bedside spirometry and flow volume measurement. 45 hours

068.2BF Cardiology (3) 0

Aspects of clinical assessment of the cardiovascular system, pathophysiology and selected treatment regimens and modalities. Laboratory on rhythm analysis and aspects of advanced cardiac life support. 60 hours

068.2BG Pediatrics (3) 0

More detailed knowledge of normal physiology, diseases and treatment of the pediatric patient. Topics include: the child in the hospital environment, the high risk neonate, principles of pediatric and neonatal intensive care, respiratory disorders in the newborn, pediatric emergencies, fetal-maternal medicine, specialized pediatric respiratory care equipment. 60 hours

068.2BH Anesthesiology (3) 0

Airway management, principles of anesthesia, pain management, anesthetic agents, function of the anesthetic machine, pre and post-operative assessment, recovery and safety features in the operating room. 45 hours

Year Three

068.3CA Seminars in Respiratory Care (3) 0

Seminars on assigned topics during the clinical year. Topics prepared and presented by students are discussed with faculty in small group sessions. Selected topics by invited speakers with particular expertise. Topics will include legal issues, death and dying, spiritual support. 60 hours

068.3CB Clinical Education in Intensive Care (10) 0
Ten (10) weeks of clinical experience in the Adult Intensive Care Unit at an approved clinical site. Shiftwork and extended shifts may be required. 432 hours

068.3CC Clinical Education in Pediatric Respiratory Care (3) 0
Three (3) weeks of clinical experience in the Pediatric Intensive Care Unit at Children's Hospital. Shiftwork and extended shifts may be required. 144 hours

068.3CD Clinical Education in Neonatal Respiratory Care (4) -1
Four (4) weeks of clinical experience in the Neonatal Intensive Care Unit at Children's Hospital and/or St. Boniface General Hospital. Shiftwork and extended shifts may be required. 180 hours

068.3CE Clinical Education in Maternal/Fetal Respiratory Care (1) -1
One (1) week of clinical experience in maternal and fetal health at the Women's Centre, Health Sciences Centre. 36 hours

068.3CF Clinical Education in Pulmonary Diagnostics (3) -2
Three (3) weeks of clinical experience in the pulmonary diagnostic laboratory of an approved clinical site. 144 hours

068.3CG Clinical Education in Anesthesia (3) -1
Three (3) weeks of clinical experience designed to acquaint the student with actual clinical techniques and procedures used in the operating and recovery room. 144 hours

068.3CH Clinical Education in Community Care (4) -1
Four (4) weeks of clinical experience in community care settings including: pre-hospital care, health and wellness promotion, interfacility transport, chronic care, home care and community outreach. 180 hours

068.3CI Clinical Education in Respiratory Care – Non ICU (4) 0
Four (4) weeks of clinical experience spent in the non intensive care setting working with a variety of medical and surgical patients. 180 hours

NET CHANGE IN CREDIT HOURS: -5

SCHOOL OF MEDICAL REHABILITATION
PROPOSED BACHELOR OF MEDICAL REHABILITATION (RESPIRATORY THERAPY) PROGRAM
PROGRAM APPROVED IN 1997/1998

22-Mar-02

PROPOSED REVISIONS 2002

Year 1

UM	Course #	Course Name	Credit Hours	Contact Hours	UM	Course #	Course Name	Credit Hours	Contact Hours	Credit Hour Difference	Contact Hour Difference
68.130	Anatomy		6	120	68.148	Anatomy - Systems	3	90	-3	-30	
68.146	Basic Clinical Sciences		6	84	68.149	Anatomy - Musculoskeletal 1	2	50	2	50	
68.1AB	Respiratory Anatomy & Physiology		3	60	68.120	Basic Clinical Sciences	3	44	-3	-40	
68.1AC	Applied Sciences for Respiratory Therapy		3	60	68.1AB	Respiratory Anatomy & Physiology	3	60	0	0	
68.1AD	Technical Aspects of Respiratory Therapy		3	60	68.1AC	Applied Sciences for Respiratory Therapy	3	60	0	0	
68.1AE	Medical Microbiology & Disease Transmission		3	45	68.1AD	Technical Aspects of Respiratory Therapy	3	45	0	0	
68.1AF	Cardiopulmonary Pharmacology		3	45	68.1AE	Introduction to Medical Microbiology & Infectious Diseases	2	32	-1	-13	
68.1AG	Treatment Administration in Respiratory Care		3	60	68.1AF	Introductory Pharmacology	2	36	-1	-9	
68.1AH	Ventilatory Support Principles		6	120	68.1AG	Treatment Administration in Respiratory Care	3	60	0	0	
68.1AI	Basic Fieldwork 1		4	160	68.1AH	Ventilatory Support Principles	6	120	0	0	
					68.1AI	Basic Fieldwork	4	160	0	0	
		TOTAL	40	799			TOTAL	34	757	-6	-42
		Academic	36	639			Academic	30	597	-6	-42
		Clinical	4	160			Clinical	4	160	0	0

Year 2 PROGRAM APPROVED IN 1997/1998

PROPOSED REVISIONS 2002

					Contact				
UM					UM				
Course #	Course Name	Credit Hours	Contact Hours		Course #	Course Name	Credit Hours	Contact Hours	Credit Hour Difference
68.245	Research Methodology for Medical Rehabilitation	3	45		68.245	Research Methodology for Medical Rehabilitation	3	45	0
68.246	Statistics	3	45		68.246	Statistics	3	45	0
68.2BA	Respiratory Pathophysiology	3	60		68.2BA	Respiratory Clinical Assessment	6	86	26
68.2BB	Clinical Aspects of Ventilatory Management	3	45		68.2BB	Clinical Aspects of Ventilatory Management	3	45	0
68.2BC	Ventilatory Support Instrumentation	6	180		68.2BC	Ventilatory Support Instrumentation	6	180	0
68.2BD	Pulmonary Investigations	3	50		68.2BD	Pulmonary Investigations	3	50	0
68.2BE	Physiologic Measurements	3	45		68.2BE	Physiologic Measurements	3	45	0
68.2BF	Cardiology	3	60		68.2BF	Cardiology	3	60	0
68.2BG	Pediatrics	3	60		68.2BG	Pediatrics	3	60	0
68.2BH	Anesthesiology	3	45		68.2BH	Anesthesiology	3	45	0
TOTAL		33	635		TOTAL		36	661	26
Academic		33	635		Academic		36	661	26
Clinical		0	0		Clinical		0	0	0

APPENDIX A

Year 3 PROGRAM APPROVED IN 1997/1998

PROPOSED REVISIONS 2002

UM Course #	Course Name	Credit Hours	Contact Hours	UM Course #	Course Name	Credit Hours	Contact Hours	Credit Hour Difference	Contact Hour Difference
68.346	Introduction to Health Care Administration & Management	3	45	68.346	Introduction to Health Care Administration & Management	3	45	0	0
68.3CA	Seminars in Respiratory Care	3	60	68.3CA	Seminars in Respiratory Care	3	60	0	0
68.3CB	Clinical Education in Intensive Care	10	400	68.3CB	Clinical Education in Intensive Care	10	432	0	32
68.3CC	Clinical Education in Pediatric Respiratory Care	3	120	68.3CC	Clinical Education in Pediatric Respiratory Care	3	144	0	24
68.3CD	Clinical Education in Neonatal Respiratory Care	5	200	68.3CD	Clinical Education in Neonatal Respiratory Care	4	180	-1	-20
68.3CE	Clinical Education in Maternal/Fetal Respiratory Care	2	80	68.3CE	Clinical Education in Maternal/Fetal Respiratory Care	1	36	-1	-44
68.3CF	Clinical Education in Pulmonary Diagnostics	5	200	68.3CF	Clinical Education in Pulmonary Diagnostics	3	144	-2	-56
68.3CG	Clinical Education in Anesthesia	4	100	68.3CG	Clinical Education in Anesthesia	3	144	-1	-44
68.3CH	Clinical Education in Community Care	5	200	68.3CH	Clinical Education in Community Care	4	180	-1	-20
68.3CI	Clinical Education in Med/Surg	4	160	68.3CI	Clinical Education in Respiratory Care-Non ICU	4	180	0	20
	TOTAL	44	1565		TOTAL	38	1545	-6	-20
	Academic	6	105		Academic	6	105	0	0
	Clinical	38	1460		Clinical	32	1440	-6	-20
					Summary of Changes			-9	-36

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Human Ecology.

Preamble

On January 17, 2002, the Faculty Council of the Faculty of Human Ecology approved a motion changing the entrance requirements to the Faculty to six credit hours from Arts and six credit hours from Science to a total of 12 credit hours, plus 12 to 18 credit hours of other University 1 courses, for a total of 24 to 30 credit hours.

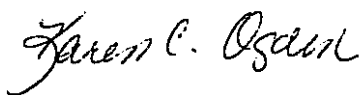
Observations

1. Many University 1 students do not follow the exact course recommendations that are made in the Calendar or in other entrance materials. They take a mix of courses as fitting the philosophy of the University 1 experience, but often their decision to enter Human Ecology comes after they have selected their University 1 course load. If the course selection does not include the 18 hours of Arts and Science courses, they are prevented from entering Human Ecology directly from University 1. They are required to transit to Arts or Science from University 1 (according to University regulations) and then enter Human Ecology, either at mid-session or in a following year. No doubt this prevents some students from achieving their academic goals in a timely manner.
2. The degree requirements of the Faculty of Human Ecology do include further Science or Arts courses (increasing the total to 18 credit hours of Arts and Science), so the University 1 curriculum will be enforced through a combination of the entrance requirements and degree requirements.

Recommendations

The Senate Committee on Admissions recommends to Senate that the minimum entrance requirements to the Faculty of Human Ecology be changed to include six credit hours from Arts and six credit hours from Science, plus 12 to 18 credit hours of other University 1 courses to a total of 24 to 30 credit hours. Any outstanding University 1 requirements must be completed as part of the degree program (see University General Calendar, Section 3: University 1 Course Requirements).

Respectfully submitted,



Professor K. Ogden, Chair
Senate Committee on Admissions

Terms of reference: Senate Handbook (revised 1992), pp.10.6-10.8

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

Report of the Senate Committee on Admissions concerning a proposal from University 1 on the establishment of a new admissions option for University 1 (2002.05.14)

Preamble:

On March 14, 2002, the University 1 Council approved a motion to add Option 3 under the Specific Subject and Performance Requirements for admission to University 1. This option will allow the admission of students who demonstrate a very high level of academic performance in a well-balanced high school program, but who do not meet the Senior 4 English and mathematics requirements of either Option 1 or 2. This motion was subsequently reviewed and approved by both the Faculties of Arts and Science.

All applicants to University 1 must meet the province-specific or country-specific *General Entrance Requirements* which establish the minimum academic criteria for admission for students from that geographic area. For example, students from Manitoba must have completed all the requirements for high school graduation and have five credits at the Senior 4 level that cover four different subject areas and include at least three subjects from a list of approved 40S subjects.

In addition to these *General Entrance Requirements*, there are *Specific Subject and Performance Requirements* that vary by program of application. University 1 applicants from the Manitoba high school system must meet either of the following *Specific Subject and Performance Requirements* options:

- Option 1
 - Two credits of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60% in each, *and*
 - A passing grade in one credit of Math 40S (i.e. any one of Pre-Calculus, Applied, or Consumer Mathematics), *and*
 - A minimum 63% average over three subjects from the list of 'Academic 40S Subjects Approved for Selection' (see Appendix I for a list of these courses).
- Option 2
 - One credit of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60%, *and*
 - A minimum of 60% in Math Pre-Calculus 40S, *and*
 - A minimum 63% average over three subjects from the 'Academic 40S Subjects Approved for Selection' (see Appendix I for a list of these courses).

Students from other provinces and countries must present equivalent levels of preparation in English and mathematics to gain admission to University 1.

Observations:

1. The Specific Subject and Performance Requirements for University 1 are consistent with the Manitoba high school graduation requirements. We require both Senior 4 English and mathematics to gain admission to University 1, and students in high schools must complete a Senior 4 course in both areas to meet the requirements for the Manitoba high school diploma. The only discrepancy is that the high school system will allow a student to use Accounting 40S to meet the mathematics requirement, while the University will not.

2. Educational systems in other provinces and countries may not require English and/or mathematics in the final year of high school, and universities in those provinces and countries may not have these subject requirements in their admission standards. One such example is our neighbouring province of Ontario where high school graduation requires Grade 12 English but not Grade 12 mathematics. Of the eighteen universities in Ontario, only Royal Roads Military College requires Grade 12 mathematics of students entering a degree in the humanities or social sciences.
3. A basic grasp of English and mathematics are fundamental to the University of Manitoba's concept of higher education. This is exemplified in our requirement for all students in all degree programs to complete a course with a written English component (the "W" course) and a course with a strong mathematical component (the "M" requirement). However, many of the University's "M" and "W" courses have no high school English and mathematics prerequisites. Students without the equivalent of Manitoba English and mathematics 40S can, and do, succeed in these courses.
4. Although English and mathematics are subject prerequisites for University 1, they are not required of other direct entry programs. For example, Engineering requires mathematics but not English, Fine Art degree applicants must have English but not mathematics, and the General Studies Program of Continuing Education requires neither English nor mathematics.
5. Under the current specific subject requirements for University 1, excellent students who would be admissible to most other universities in Canada are refused admission to the University of Manitoba due to a lack in either English or mathematics. Our published requirements discourage applications from such students, and, should one of these students apply notwithstanding a subject deficiency, the Admissions Officer does not have the authority to offer admission to the student without appeal to the Director of University 1.
6. The General Studies Program of Continuing Education can and will accept students who meet the *General Entrance Requirements* for their geographic area but who do not meet the *Specific Subject and Performance Requirements* of University 1. These students complete the equivalent course work of University 1 as students within General Studies, but without the services and academic support of University 1.
7. The University of Manitoba strives to attract the best students from across Canada, and, for many faculties, the best students from around the world. Our entrance requirements for University 1 should serve as a welcome and an acknowledgement of academic excellence and not as a barrier rooted in our own provincial system of education.

Recommendations:

The Senate Committee on Admissions recommends to Senate:

1. That the *Specific Subject and Performance Requirements* of University 1 include a new option – **Option 3** – in addition to the current Option 1 and 2. This option would allow admission for those students who meet the *General Entrance Requirements* specific to their geographic area or educational system, and who have demonstrated academic excellency in a balanced program, but who lack the requisite English and/or mathematics.

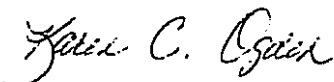
Option 3 would require a student to present a minimum of 80%, or a grade of A, or the equivalent, in three different courses, chosen from any three of the following five subject groupings at the senior level of their high school program:

- o Area one: English or French
- o Area two: Mathematics
- o Area three: Science
- o Area four: Humanities or Social Sciences, including a second language
- o Area five: Art, Music, or any other senior level academic course

See Appendix II for a complete statement of the proposed *General Entrance Requirement* and *Specific Subject and Performance Requirements* for University 1 for Manitoba high school students.

2. That this new Option be open to students of Manitoba, of other Canadian provinces, and of other countries.
3. That this Option be promoted by Enrolment Services as demonstration of the University's interest in attracting the best students from across Canada and around the world.
4. That students applying under this Option be actively welcomed and encouraged throughout the application process, the registration and orientation process.
5. That the academic performance of students admitted under Option 3 would be tracked and compared to those admitted under Option 1 and Option 2, with particular attention to their performance in the "W" and "M" courses.
6. That, notwithstanding the possibility for admission under Option 3, students be strongly encouraged to complete senior level English and mathematics as part of a well-balanced preparation for university.
7. That when a university course has a specific high school course prerequisite, this requirement must still be met. Admission under Option 3 will not entitle a student to enter a university course such as Calculus 136.150 without the required 60% minimum in Pre-Calculus 40S or equivalent.

Respectfully submitted,



Professor K. Ogden, Chair
Senate Committee on Admissions

Terms of reference: Senate Handbook (revised 1992), pp. 10.6-10.8

Comments of the Senate Executive Committee:

The Senate Executive Committee concurs
the report to Senate.

APPENDIX I

Academic 40S Subjects Approved for Selection

- o Art
- o Biology/Biologie
- o Chemistry/Chimie
- o Chinese (Mandarin)
- o Clothing & Textiles*
- o Computer Science/Informatique
- o English/Anglais (40G is also acceptable)
- o Family Studies*
- o Filipino
- o Foods & Nutrition*
- o French/Français
- o Geography/Géographie
- o German
- o Hebrew
- o History/Histoire (Western Civilization)
- o Icelandic
- o Italian
- o Japanese
- o Latin
- o Mathematics/Mathématiques (Applied, Consumer, or Pre-Calculus)
- o Music (including Private Music Option)
- o Native Canadian Languages
- o Physics/Physique
- o Portuguese
- o Polish
- o Spanish
- o Social Studies/Sciences Humaines (World Issues)
- o Ukrainian

International Baccalaureate courses at the Higher Level, and Advanced Placement examination standings are considered as 40S and may be counted within this list.

* are all considered as one subject area

APPENDIX II

Proposed Entrance Requirements for University 1 at the University of Manitoba

(all changes are noted in *bold italics*)

Students are expected to meet both the *General Entrance Requirements* of the University, and the *Specific Subject and Performance Requirements* of University 1.

The General Entrance Requirements:

Standing in 28 credits which satisfy Manitoba Education and Training's description of the high school program, with:

- Five credits at the Senior 4 level, so that these five credits:
- Cover four different subject areas; *and*
- Include a minimum of three subjects at the 40S level from the list of 'Academic 40S Subjects Approved for Selection' in three different subject areas, with the remaining two credits selected from any Senior 4 level subject designated A, G, or S.

The Specific Subject and Performance Requirements

University 1 applicants from the Manitoba high school system must meet one of Option 1, 2, or 3 as described below:

- Option 1
 - Two credits of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60% in each, *and*
 - A passing grade in one credit of Math 40S, i.e. any one of Pre-Calculus, Applied, or Consumer Mathematics, *and*
 - A minimum 63% average over three subjects from the list of 'Academic 40S Subjects Approved for Selection'
- Option 2
 - One credits of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60%, *and*
 - A minimum of 60% in Math Pre-Calculus 40S, *and*
 - A minimum 63% average over three subjects from the list of 'Academic 40S Subjects Approved for Selection'
- Option 3
 - *standing of 80%, or a grade of A, or the equivalent, in three different 40S or 40A courses chosen from any three of the following five subject groupings:*
 - ◇ *Area 1: English or French 40S, 40G or 40A*
 - ◇ *Area 2: Mathematics 40S (Pre-Calculus)*
 - ◇ *Area 3: Science 40S (Biology, Chemistry, or Physics)*
 - ◇ *Area 4: Humanities or Social Science 40S (Geography, History, Social Studies, or any 40S language)*
 - ◇ *Area 5: Art 40S, Music 40S, or any other 40S or 40A course from the list of Academic 40S Subjects Approved for Selection*

Report of the Senate Committee on Admissions concerning a proposal from University 1 on the establishment of specific subject entrance requirements for Ontario high school applicants (2002.05.14)

Preamble:

On March 14, 2002, the University 1 Council approved a motion to allow applicants graduating under the new Ontario high school curriculum to use any Grade 12U, 12C or Grade 11U mathematics course to meet the mathematics requirement for admission to University 1. This motion was subsequently reviewed and approved by both the Faculties of Arts and Science.

The Province of Ontario established new high school diploma requirements that took effect in September 1999 for students entering grade nine. In 2003, the first students will graduate under the new curriculum.

The new diploma requirements include the abolition of the Ontario Academic Credits (OAC's) program, which required one year of additional studies past Grade 12. The new secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8 and be eligible for admission to university at that point. English and mathematics were the only subject areas that followed a five year curriculum under the old curriculum. The material in these subject areas has been compacted into a four year curriculum. The number of electives in the old secondary program has been reduced so that total credits can be covered in four years (Grade 8-12) rather than five (Grade 8-12 plus one year of OAC's).

The new curriculum will designate courses in Grade 9 and 10 by grade level and as Academic, Applied or Open. In Grades 11 and 12 courses will be designated by type:

- "U" for University preparation courses
- "U/C" for University or College preparation courses
- "C" for College preparation courses
- "W" for Workplace preparation courses
- "O" for Open courses

A new set of general entrance requirements was established in concordance with the recommendations of the Council of Ontario Universities (see Appendix I). The new *General Entrance Requirements* for Ontario students graduating under the new Ontario Secondary School diploma requirements will be six "U" or U/C" courses with a minimum average of 60%. This new proposal is to establish the *Specific Subject and Performance Requirements* for University 1 applicants. Applicants must meet both the *General Entrance Requirements* and the *Specific Subject and Performance Requirements* to be eligible for admission.

The current Manitoba *Specific Subject and Performance Requirements*:

In addition to the *General Entrance Requirements*, University 1 applicants from the Manitoba high school system must meet either of the following *Specific Subject and Performance Requirements* options:

- Option 1
 - Two credits of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60% in each, *and*
 - A passing grade in one credit of Math 40S, i.e. any one of Pre-Calculus, Applied Mathematics, or Consumer Mathematics, *and*
 - A minimum 63% average over three subjects from the list of 'Academic 40S Subjects Approved for Selection'.

- Option 2
 - One credit of English (or French) 40 S (Specialized), G (General) or A (Advanced), with a minimum grade of 60%, *and*
 - A minimum of 60% in Math Pre-Calculus 40S, *and*
 - A minimum 63% average over three subjects from the list of 'Academic 40S Subjects Approved for Selection'.

The current *Specific Subject and Performance Requirements* for other provinces:

In addition to the *General Entrance Requirements* specific to the province, University 1 applicants from other Canadian provinces are required to meet the following *Specific Subject and Performance Requirements*:

- one credit in final year English (or French) with a minimum of 60%, *and*
- one credit in final year mathematics, *and*
- a minimum 63% average over the five (or six, or seven) courses required to meet the *General Entrance Requirements* for that province (minimum 65% average for Saskatchewan).

With the exception of Saskatchewan, other provinces have not normally offered, nor required, two Grade 12 English courses, so applicants from outside of Manitoba are required to present only one English credit. The two-credit English Option 1 for University 1 arose from the previous English 300 two-credit course offered in Manitoba. Although this course is no longer offered, Option 1 still exists to allow students weaker in Mathematics to gain admission to University 1.

Observations:

1. Admission requirements should, as far as possible, require students from different geographic areas and educational systems to present credentials that demonstrate equivalent levels of academic preparedness. Admission requirements should also acknowledge inherent differences in educational systems and allow students of equal ability the equal opportunity to qualify for admission.
2. The purpose of admission requirements is to define a level of academic preparedness and maturity that can be seen as a reasonable indicator of future success in a university program.
3. As education is a provincial concern, standards and curriculum vary from one province to another. Under a western provinces agreement, progress is being made to coordinate curriculums across British Columbia and the prairies. Across Canada, the discrepancies in curriculum are particularly evident in mathematics.
4. The new Ontario Grade 12 Math courses include:
 - Advanced Functions and Introductory Calculus 12U
Our Department of Mathematics has determined that this course shall serve as prerequisite for any University of Manitoba course that requires the Manitoba Pre-Calculus 40S with a minimum of 60%.
 - Geometry and Discrete Mathematics 12U
This course has been described as a higher level of additional mathematics recommended for the top 15% of all Ontario students. Our Department of Mathematics has determined that this course, or the Advanced Function and Introductory Calculus, can be accepted as prerequisite for any U of M course requiring either pre-Calculus 40s (minimum 60%) or Applied Mathematics 40S (minimum 70%).

■ Mathematics of Data Management 12U

This course covers topics in combinatorics and probability, matrices and analysis of data, and would not serve as a prerequisite to any U of M mathematics courses.

- Mathematics for College Technology 12C
- College and Apprenticeship Mathematics 12C

5. University 1 applicants from Manitoba have the choice of three 40S Mathematics courses:

- Pre-Calculus 40S
- Applied 40S
- Consumer 40S

None of these courses is the exact equivalent of any Ontario 12U or U/C course. At least one of these, Consumer Mathematics, could be considered less advanced and rigorous than any Ontario Grade 12 math course.

6. All Ontario students must complete a Grade 11 *or* a Grade 12 mathematics to meet the OSS diploma requirements. Students in Manitoba, however, must complete a Senior 4/Grade 12 mathematics course to graduate. (In addition to the three mathematics courses listed in item number 5, Manitoba students may also use Accounting 40S to meet this requirement.) Therefore, taking a mathematics course in their final year of high school is compulsory in Manitoba but optional in Ontario.

7. Ontario students preparing for future studies in any of the humanities or social sciences are not counseled to complete Math at the Grade 12 level. Only one of the eighteen universities in Ontario (Royal Roads) requires students entering these areas to have Grade 12 Mathematics.

8. With the "Double Cohort" graduation in 2003, Ontario students are keenly aware of the demand for university admission and scholarship money in Ontario, and will be choosing their courses to maximize their Grade 12 averages. The new mathematics curriculum has already established a reputation as being very demanding, with the failure rate at the Grade 9 and 10 levels being 20%. Excellent students who are not mathematically inclined, and who are drawn to the social sciences/humanities, may therefore not be selecting mathematics as one of options in Grade 12.

9. An Ontario student could meet the requirements for admission to University 1 with one of the easier Grade 12 "C" courses. However, as students must also have six "U" or "U/C" courses, this would mean an additional course on top of an already heavy academic load.

10. The Council of Ontario Universities has recommended that universities use either Grade 11 or Grade 12 courses to meet admission or course prerequisites (See list of all recommendations in Appendix I).

11. University of Manitoba students are required to complete a university "M" course to meet the graduation degree requirements. However, there are a number of courses in Mathematics and other departments such as Statistics and Psychology that do not require any high school mathematics prerequisite. Therefore, a high school mathematics course would not be required to complete some of the University of Manitoba degree programs.

12. Under current entrance requirements, admission to the General Studies Division of Continuing Education is possible without either Grade 12/Senior 4 English or Mathematics.

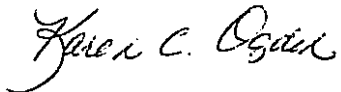
~~12. Under current entrance requirements, admission to the General Studies Division of Continuing Education is possible without either Grade 12/Senior 4 English or Mathematics.~~

Recommendation:

The Senate Committee on Admissions recommends to Senate that in order to qualify for admission to University 1, an Ontario student graduating under the new high school curriculum, will be required to:

- Meet the University's *General Entrance Requirements* of passing grades in six Grade 12 U or U/C courses, *and*
- Meet the *Specific Subject and Performance Requirements* of University 1 with:
 - i. a minimum of 60% in any Grade 12U English (or French) course, *and*
 - ii. a passing grade in any Grade 12U or C mathematics course, or any Grade 11 U mathematics course, *and*
 - iii. a minimum 63% average over six U or U/C courses

Respectfully submitted,



Professor K. Ogden, Chair
Senate Committee on Admissions

Terms of reference: Senate Handbook (revised 1992), pp. 10.6-10.8

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

APPENDIX I

Guidelines established by the Council of Ontario Universities for university admission:

1. The completion of the Ontario Secondary School (OSS) Diploma, or equivalent, will be required for admission to an Ontario university. This will include the satisfactory completion of the Literacy Test.
2. A minimum overall average of 60% in six Grade 12 "U" or "U/C" courses will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have higher admission averages.
3. Where there are prerequisite courses for admission to specific programs, it is probable that such courses will be required at the "U" level, where offered.
4. Universities may consider both Grade 11 and Grade 12 "U" and "U/C" courses for admission and/or prerequisite purposes.
5. Some programs at some universities could require as many as six Grade 12 "U" prerequisite courses for admission.
6. During the transition from the current to the new OSS program and curriculum, universities will consider applicants and their academic programs from either system equally. Students who present OAC course results in combination with "U" and/or "U/C" courses will be considered equally, provided that they meet all the course prerequisites and diploma requirements specified by the universities to which they have applied.
7. The universities encourage students to maintain breadth in their secondary school choices and to keep their options open.