

**Senate  
Senate Chamber  
Room 245 Engineering Building  
WEDNESDAY, August 14, 2002  
1:30 p.m.**

## AGENDA

**1      MATTERS TO BE CONSIDERED IN CLOSED SESSION**

## II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

### III MATTERS FORWARDED FOR INFORMATION

- |    |   |                |
|----|---|----------------|
| 1. | <b><u>Report of the Senate Committee on Awards respecting Awards</u></b>          | <b>Page 17</b> |
| 2. | <b><u>Correspondence from the University Secretary re: Senate Orientation</u></b> | <b>Page 20</b> |
| 3. | <b><u>Dean, Faculty of Graduate Studies</u></b>                                   | <b>Page 21</b> |
| 4. | <b>Report on Research Contracts Received<br/>January 1 to June 30, 2002</b>       | <b>Page 22</b> |

#### 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 JUNE 26, 2002

## VII BUSINESS ARISING FROM THE MINUTES

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

- |    |   |         |
|----|---|---------|
| 1. | <u>Report of the Senate Executive Committee</u>           | Page 33 |
| 2. | Report of the Senate<br>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 Graduate Studies for a Master's in Occupational Therapy Program** **Page 34**
  - a) **Report of the Senate Planning and Priorities Committee** **Page 49**
2. **Proposal from the Faculty of Dentistry to Introduce an International Dentists Degree Program** **Page 52**
  - a) **Report of the Senate Committee on Curriculum and Course Changes** **Page 54**
  - b) **Report of the Senate Planning and Priorities Committee** **Page 55**
3. **Report of the Senate Committee on Approved Teaching Centres** **Page 56**
4. **Report of the Senate Committee on University Research re: the Establishment of and Endowed Chair in Rheumatology** **Page 59**
5. **Report of the Senate Committee on Nominations** **Page 67**

## **X ADDITIONAL BUSINESS**

1. **L.A.H. Warren Professorships** **Page 70**
  - a) **Correspondence from the Acting Vice-President (Academic) and Provost** **Page 71**
  - b) **Correspondence from the Vice-President (Research)** **Page 72**

## **XI ADJOURNMENT**

/jml

Report of the Senate Committee on Awards respecting Awards

Received

JUL - 9 2002

University Secretariat

Preamble

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

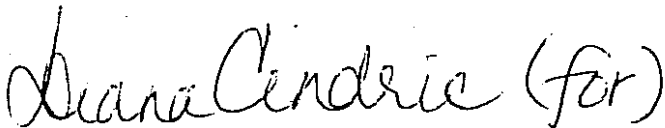
"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended 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 June 27, 2002, SCOA reviewed 2 new awards offers, 7 award amendments, and 2 withdrawals and reports as follows.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 2 new awards, 7 award amendments, and 2 withdrawals as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated June 27, 2002). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,



Professor R. Baydack, Chair  
Senate Committee on Awards

## SENATE COMMITTEE ON AWARDS REPORT TO SENATE - JUNE 27, 2002

## APPENDIX "A"

## OFFERS

**NATIVE ISSUES PRESS SCHOLARSHIPS**

The Native Studies Press was established in 1999 and designed to support Aboriginal scholarship. Through this initiative, \$8,000 has been made available to set up an endowment fund at the University of Manitoba.

Each year, beginning in the summer of 2004, two scholarships shall be offered. Each scholarship shall be valued at one half of the available annual income from the fund.

The scholarships will be offered to students who:

- (2) are enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba at either the Master's or Doctoral level;
- (3) have registered in or completed a graduate-level course covering Native issues;
- (4) are in their first or second year of study;
- (5) have achieved a cumulative grade point average of at least 3.5;
- (6) have demonstrated a commitment to publishing.

The selection committee shall be named by the Dean of Graduate Studies and shall include three members of the Native Studies Press Board.

**MANITOBA PORK COUNCIL BURSARY**

Beginning in the fall of 2002, the Manitoba Pork Council wishes to award a bursary of \$1000 annually to a student who:

- (1) has completed at least 24 credit hours in University 1;
- (2) has registered as a full-time student in the Animal Systems Program in the Faculty of Agricultural and Food Sciences;
- (3) has achieved a minimum cumulative grade point average of 3.0;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

## SENATE COMMITTEE ON AWARDS REPORT TO SENATE - JUNE 27, 2002

## AMENDMENTS

UNIVERSITY OF MANITOBA GRADUATE FELLOWSHIPS

The term of reference for this award shall undergo two amendments. First, the value of the Master's level awards shall be increased from \$10,000 to \$12,000. Second, the minimum cumulative grade point average required by applicants to be considered for this award shall be increased from 3.60 to 3.75.

GRETTIR EGGERTSON MEMORIAL SCHOLARSHIP

The terms of reference currently state that this fund is to provide three scholarships each year to promising students in the Faculty of Engineering. This shall be amended to six scholarships.

MANITOBA PORK COUNCIL PRIZE

The terms of reference shall be amended to reflect an increase in value. The prize in the Agriculture Diploma program shall be increased from \$200 to \$500. The prize in the Agriculture and Food Sciences Degree program shall be increased from \$300 to \$1000.

MANITOBA PORK COUNCIL PRIZE - HUMAN ECOLOGY

The terms of reference shall be amended to reflect an increase in value from \$300 to \$500.

CANADA LAW BOOK COMPANY LTD. PRIZE FOR CIVIL PROCEDURE

The terms of reference for this award in Law shall be amended. It has previously been awarded to a first year student, but this shall be changed to a second year student as Civil Procedure is now a second year course.

UMA GROUP SCHOLARSHIP

The name of this award in Engineering shall be amended to UMA SCHOLARSHIP.

JOHN ALLEN KNOWLES MEMORIAL SCHOLARSHIP

The name of this Graduate Engineering award shall be amended to UMA - JOHN ALLEN KNOWLES MEMORIAL SCHOLARSHIP.

## WITHDRAWALS

MANITOBA NORMAL SCHOOL CLASS OF 1950 SCHOLARSHIP

This was a one time only award offered in the Spring of 2001 and is now being withdrawn.

UKRANIAN FRATERNAL SOCIETY OF CANADA AWARD

The Ukrainian Fraternal Society has established their own national award program and is therefore withdrawing this award from the University of Manitoba.



UNIVERSITY  
OF MANITOBA

Office of the University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9593  
Fax (204) 474-7511

**Date:** July 18, 2002

**To:** All Members of Senate  
University of Manitoba

**From:** Beverly M.M. Sawicki  
University Secretary

**Subject:** *Senate Orientation*

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## NOTICE

Please be advised that Senate Orientation has been scheduled for:

Wednesday, September 4, 2002  
10:00 a.m. - 1:00 p.m.  
Senate Chamber, Room 245, Engineering Building

This session will be of particular interest to new Senators; however, members who have been serving on Senate for some time are encouraged to attend as well.

You are respectfully requested to RSVP to the Office of the University Secretary, 474-9593 if you plan to attend. This will enable us to prepare adequate copies of printed material for attendees. Nonetheless, don't let the fact that you didn't RSVP keep you away!

Thank you for your assistance.

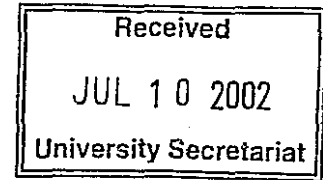
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UNIVERSITY  
OF MANITOBA

Office of the President

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



July 9, 2002

**TO:** Deans and Directors

**FROM:** Dr. Robert Kerr, Vice-President (Academic) and Provost

**SUBJECT:** Dean Faculty of Graduate Studies

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I write to advise you that Dr. Fernando de Toro has resigned his position as Dean of the Faculty of Graduate Studies effective 1 July 2002. He is currently on administrative leave.

On behalf of the Board of Governors, its Executive Committee has approved the appointment of Dr. Tony Secco as Acting Dean of the Faculty for the period 1 July 2002 - 30 June 2003. We look forward to working with Dr. Secco, and I know that he can count on the support of his colleagues at the University of Manitoba.

cc. Dr. Tony Secco



UNIVERSITY  
OF MANITOBA

OFFICE OF THE  
VICE-PRESIDENT (RESEARCH)

204 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9404  
Fax (204) 474-7568  
[www.umanitoba.ca/vpresearch](http://www.umanitoba.ca/vpresearch)

July 17, 2002

Received

JUL 17 2002

University Secretariat

TO: Ms Beverly Sawicki, University Secretary

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

RE: Report on Research Contracts Received

For the information of Senate, attached please find a Report on Research Contracts Received for the period January 1 to June 30, 2002.

With respect to the report, I would like to note that a legend is provided at the end of the report for abbreviations used for the names of sponsors.

Thank you.

/tt  
attach.

c.c. Dr. D. Jayas, Associate Vice-President (Research)  
Mr. A. Simms, Executive Director, Technology Commercialization  
and Research Services



## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
AGRICULTURAL & FOOD SCIENCES			
KRAFT D. F.	CDN GRAIN COMMISSION	25,632	ASSESSMENT OF THE COSTS AND BENEFITS OF THE IDENTITY-PRESERVED WHEAT: THE CASE OF AC NAVIGATOR
PRENTICE B. E.	GOVT OF NWT	47,955	YELLOWKNIFE AIRPORT AND INUVIK AIRPORT ECONOMIC IMPACT STUDY
PRENTICE B. E.	MB LUNG ASSOCIATION	8,000	CAR SCRAPPAGE
PRENTICE B. E.	WED	51,000	FEASIBILITY STUDY FOR A BUS TECHNOLOGY CENTRE & MANAGEMENT OF A MAJOR RESEARCH & DEVELOPMENT PROJECT (D.DUNCAN, S.HOPKINS)
CHEN Y.	AGRIC & AGRI-FOOD CDA	7,500	LOW DISTURBANCE NO TILL SEEDING FOR IMPROVING CROP EMERGENCE AND INTERSPECIES COMPETITION
ZHANG Q.	MAN CONSERVATION	24,740	THE EFFECT OF ROOT ZONE HEATING ON GERMINATION AND GROWTH OF BEDDING PLANTS IN GREENHOUSES FOR MANITOBA CLIMATE CONDITIONS (WITH R.BRITTON) (SDIF)
ZHANG Q.	MAN CONSERVATION	10,000	INVESTIGATIONS ON THE APPLICATION OF ELECTRONIC NOSE TECHNOLOGY TO THE IDENTIFICATION AND MEASUREMENT OF MALODOURS FROM TWO CURRENT SOURCES OF AIR POLLUTION (SDIF)
CAMPBELL L. D.	MAAS/ARDI	24,375	DETERMINATION OF DIGESTIBLE AMINO ACID CONTENT OF FEEDSTUFFS (WITH W. GUENTER) (WITH SUR-GAIN, OPTIMUM AND BASF)
GUENTER W.	MAAS/ARDI	23,000	HULLESS BARLEY AND CPS WHEAT IN LAYING HEN DIETS (WITH L. CAMPBELL, B. SLOMINSKI) (WITH MB EGG PRODUCERS AND CDN INTL GRAIN INSTITUTE)
KENNEDY A. D.	MAAS/ARDI	3,300	OPTIMIZATION OF LIGHTING CONDITIONS OF DAIRY BARNS (WITH MANITOBA HYDRO)
NYACHOTI C. M.	MAAS/ARDI	7,500	SUSTAINABLE PORK COUNCIL: THE ROLE OF FEED PEAS (WITH W. GUENTER) (WITH MANITOBA PORK COUNCIL
NYACHOTI C. M.	MAAS/ARDI	26,030	ENHANCING USE OF NUTRIENTS FROM FEEDSTUFF FOR PROFITABLE PORK PRODUCTION AND ENVIRONMENTAL SUSTAINABILITY (WITH B. SLOMINSKI, W. GUENTER)(WITH CDN BIOSYSTEMS, MANITOBA PORK COUNCIL

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
SLOMINSKI B. A.	MAAS/ARDI	18,500	MODIFIED LYSOZYME AS A POTENTIAL ALTERNATIVE TO ANTIBIOTICS IN ANIMAL NUTRITION (WITH G. BLANK, M. NYACHOTI, W. GUENTER, L. CAMPBELL) (CDN BIO-SYSTEMS, INOVATECH, POULTRY IND COUNCIL)
CUPRIE R. W.	MAAS/ARDI	25,000	USE OF FORMIC ACID TO CONTROL ARROA AND TRACHEAL MITES IN INDOOR WINTERING FACILITIES (WITH MANITOBA BEEKEEPERS ASSOC; CANADIAN HONEY COUNCIL CANADIAN BEE RESEARCH FUND; RED RIVER APIARISTS ASSOC)
HOLLIDAY N. J.	MAAS/ARDI	16,000	CLASSICAL GEOLOGICAL CONTROL OF DELIA SPP. ON CANOLA
BLANK G.	IDRC	25,672	QUALITY IMPROVEMENT FOR THE SMALL SCALE PROCESSING OF BRAZIL NUTS IN PERU (WITH R. HOLLEY)
HAN J. H.	MICRO SCIENCE TECH CO	5,850	MEASURING MIGRATION OF PLASTIC ADDITIVES INTO FOODS
HYDAMAKA A. W.	SAVANNAH SHEPHERDS	4,400	DEVELOPMENT OF SHEEP MILD CHEESE AND YOGURT PRODUCTS (WITH J. HAN)
BRULE-BABEL A.	MAAS/ARDI	35,035	FUSARIUM HEAD BLIGHT RESISTANT WINTER WHEAT GERMPLASM DEVELOPMENT (WITH D. FERNANDO) (CANTERRA SEEDS LTD)
DAAYF F.	MAAS/ARDI	15,000	DEVELOPING CONTROL STRATEGIES FOR ASTER YELLOW PHYTOPLASMA ASSOCIATED WITH CARROTS IN MANITOBA (CONNERY RIVERDALE FARMS)
FERNANDO D. W.	MAAS/ARDI	87,000	EVALUATION OF SCREENING METHODS AND NOVEL MANAGEMENT STRATEGIES FOR FUSARIUM HEAD BLIGHT OF WHEAT (WITH A. BRULE-BABEL)
FERNANDO D. W.	MAAS/ARDI	10,000	BIOLOGICAL CONTROL OF SCLEROTINIA IN CANOLA (WITH D. FOUAD) (CANOLA COUNCIL OF CDA)
FERNANDO D. W.	MAAS/ARDI	27,000	EPIDEMIOLOGY AND STRAIN VARIATION OF THE BLACK KNOT FUNGUS OF PRUNUS SPP. (WITH W. REMPHREY)
PRITCHARD M. K.	MAAS/ARDI	13,918	REDUCING DISEASE LOSSES IN STORED POTATOES (WITH L. LAMARI) (KEYSTONE VEG PRODUCERS, MIDWEST FOOD, MCCAIN)

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
REMPHREY W. R.	MAAS/ARDI	10,600	INFLUENCE OF MICROCLIMATE VARIABLES ON THE OCCURRENCE & DEVELOPMENT OF ENTOMOSPORIUM LEAF & BERRY SPOT DISEASE & PHENOLOGICAL PHASES OF GROWTH & FRUIT PRODUCTION IN AMELANCHIER ALNIFOLIA (SASKATOON)(WITH PRAIRIE FRUIT, U OF SK)
VAN ACKER R.	MAAS/ARDI	27,000	MULTIPLE HERBICIDE RESISTANT WILD OAT: OCCURRENCE & EVOLUTIONIZING MECHANISM (WITH NOVARTIS,SENECO AGRO, DUPONT,BASF, BAYER, CARGILL, UGG)
VAN ACKER R.	MAAS/ARDI	28,000	THE IMPACT OF HERBICIDE MODE OF ACTION ON LOW-DRIFT SPRAY EFFECTIVENESS (WITH MONSANTO, BAYER, ABJ, BASF, WILGER, GREENLEAF)
VAN ACKER R.	MAAS/ARDI	8,000	DEMOGRAPHIC, BIOLOGICAL AND SOCIOLOGICAL CHARACTERIZATION OF SUCCESSFUL PESTICIDE-FREE PRODUCTION (CDA WHEATBOARD, MONSANTO)
AKINREMI O. O.	MAAS/ARDI	28,000	EFFECT OF BIOSOLIDS AND MANURES ON THE SOLUBILITY, PHYTOAVAILABILITY AND MOVEMENT OF PHOSPHORUS (WITH G. RACZ) (WITH CITY OF WPG)
BULLOCK P. R.	MAAS/ARDI	35,157	METEOROLOGICAL STANDARDIZATION OF CROP VARIETY TRIALS (WITH A. BRULE-BABEL) (MB CROP VARIETY, CDN WHEATBOARD)
FARENHORST A.	MAAS/ARDI	14,999	EFFECT OF HOG MANURE APPLICATION ON WEED CONTROL MANAGEMENT (WITH R.VANACKER) (CANOLA COUNCIL OF CDA)
FLATEN D. N.	MAAS/ARDI	27,600	THE EFFECT OF APPLICATION DATE, LANDSCAPE POSITION AND NITRIFICATION INHIBITOR ON THE EFFICIENCY OF FALL BANDED NITROGEN FERTILIZER IN MANITOBA (WESTERN CO-OP FERTILIZER)
FLATEN D. N.	MAAS/ARDI	1,500	THE INFLUENCE OF PULSE CROP ROTATION AND CONTROLLED RELEASE UREA ON PROTEIN ACCUMULATION AND QUALITY IN CANADIAN WESTERN RED SPRING WHEAT (M. ENTZ, H. SAPIRSTEIN) (WITH AGRILUM AND CANADIAN WHEAT BOARD)
GOH T. B.	MAAS/ARDI	23,050	ASSESSING THE MICRONUTRIENT REQUIREMENTS OF CEREALS,CANOLA AND BEANS IN MANITOBA (WESTERN CO-OP FERTILIZER)
LOBB D. A.	AGRIC & AGRI-FOOD CDA	22,000	EXAMINATION OF TILLAGE PRACTICES AND CROP ROTATIONS IN CANADA

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
ARTS			
HANESIAK J. M.	EC	40,000	GROUND-BASED REMOTE SENSING FOR ATMOSPHERE-SURFACE CLIMATE INTERACTIONS IN THE CANADIAN ARCTIC
MARTIN D. G.	CHILD & FAMILY SERVICE WPG	56,000	COMMUNITY RESOURCE CLINIC (WITH D. FUCHS, B. TEFFT)
URSEL E. J.	JUSTICE CDA	90,470	AN EVALUATION OF NDAWIN OUR PLACE PROJECT OF NEW DIRECTIONS (WITH J. LOXLEY)
SCIENCE			
GOLDSBOROUGH L.	MAN CONSERVATION	20,000	STUDIES ON THE OCCURRENCE AND CAUSE OF NUISANCE ALGAE GROWTH IN WHITESHELL LAKES (SDIF)
LAST W. M.	UNIV OF WATERLOO	6,490	A MULTI-CENTURY FLOOD, CLIMATIC AND ECOLOGICAL HISTORY OF THE PEACE-ATHABASCA DELTA, NORTHERN ALBERTA, CANADA - PHASE II
TELLER J. T.	MAN CONSERVATION	25,000	USING THE SEDIMENTARY RECORD IN WEST HAWK LAKE FOR CLIMATE MODELING (CLIMATE CHANGE ACTION FUND)
GUO B.	US ARMY	4,055	MATHEMATICAL PROBLEMS OF THE LATTICE MATERIALS
ENS E. W.	MIRACULINS INC	20,000	CHARACTERIZATION OF PROTEIN BIOMARKERS BY MASS SPECTROMETRY (WITH K. STANDING)
PAGE J. H.	CDN SPACE AGENCY	74,860	VISCOSITY AND DYNAMICS OF SUSPENSIONS OF NON-BROWNIAN PARTICLES AND BUBBLES IN A MICROGRAVITY ENVIRONMENT
BREWSTER J. F.	DND	5,000	ANALYSIS OF THE PARSIM HIGH LEVEL INTEGRATED MODEL
BREWSTER J. F.	DND	21,400	MATHEMATICAL MODELLING AND SIMULATION OF PILOT FLOW, ABSORPTION, AND ATTRITION IN THE CANADIAN AIR FORCE - PHASE II (WITH T. BERRY, K. KOPOTUN, D. SLONOWSKY, J. WILLIAMS)

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
IH ASPER SCHOOL OF BUSINESS			
WARREN R.	MB INDUSTRY, TRADES & MINES	30,000	MANITOBA MARKET ASSESSMENT OF RESEARCH & TECHNOLOGY
DENTISTRY			
DAWES C.	WILLIAM WRIGLEY JR CO	24,078	THE EFFECT OF FOUR DIFFERENT TYPES OF LOZENGE ON SALIVARY FLOW RATE
SUZUKI M.	MINNESOTA MINING & MAN	19,645	CLINICAL EVALUATION OF A NEW UNIVERSAL COMPOSITE RESIN (3M ESPE) AS A POSTERIOR RESTORATIVE MATERIAL (WITH C. DONG)
EDUCATION			
EBENEZER J. V.	MAN CONSERVATION	25,000	ENGAGING MIDDLE YEARS STUDENTS IN ECOLOGICAL SUSTAINABILITY: A TEACHER/RESEARCHER COLLABORATIVE CASE STUDY (SDIP)
CHINIEN C.	HRDC	101,600	UNEVOC/CVA INTERNATIONAL CONFERENCE-DEVELOPING SKILLS FOR THE NEW ECONOMY
CHINIEN C.	MB EDUCATION & TRAINING	5,000	DEVELOPING SKILLS FOR THE NEW ECONOMY, 2002 TVET INTERNATIONAL CONFERENCE
ENGINEERING			
CLAYTON A. M.	MB HWYS & TRANSPORT	84,000	TRAFFIC INFORMATION SYSTEM
CLAYTON A. M.	MB HWYS & GOVT SERVICES	19,125	TRUCK TRAFFIC INFORMATION SYSTEM
MCCARTNEY D. M.	PROVINCE OF MAN	25,000	WINDROW CO-COMPOSTING OF BIOSOLIDS AND WOODCHIPS IN A COLD CLIMATE
OLESZKIEWICZ J.	US FILTER OPERATING	17,400	BIOSOLIDS DISINFECTON
RASMUSSEN P. F.	EC	3,000	REVIEW OF METHODS FOR ESTIMATING PRECIPITATION DEPTHS IN TIME AND SPACE

# RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
GOLE A. M.	HVDC RES CTR	17,763	THE USE OF TRANSIENT SIMULATION AS AN OPTIMIZATION OBJECTIVE FUNCTION
CAHOON J. R.	CDN SPACE AGENCY	74,117	EXPERIMENTS FOR THE ACCURATE DETERMINATION OF LIQUID DIFFUSION COEFFICIENTS (WITH M. CHATURVEDI)
HUMAN ECOLOGY			
ESKIN N. A. M.	MAAS/ARDI	15,000	ISOLATION OF MUCILAGE AND ITS B-GLUCAN FROM YELLOW MUSTARD AND EXAMINATION OF ITS ANTI-CARCINOGENIC ACID AND CHOLESTEROL-LOWERING PROPERTIES (WITH R. BIRD) (WITH NATUNOLA HEALTH INC)
ESKIN N. A. M.	NATUNOLA HEALTH INC	7,500	HEALTH BENEFITS OF YELLOW MUSTARD MUCILAGE AND COMPONENTS (WITH R. BIRD)
TAYLOR C. G.	MAAS/ARDI	15,769	REDUCING INSULIN RESISTANCE AND ATHEROGENESIS WITH CONJUGATED LINOLIC ACID (CLA) (WITH P. ZAHRAKKA)
WATTS B. M.	NORTH SOUTH CONSULTANTS	11,440	FISH TASTE STUDIES FOR YORK FACTORY FIRST NATION (WITH D. RYLAND)
MEDICINE			
KVERN B. L.	HEALTH CDA	45,500	BENZODIZEPINE USE IN THE ELDERLY (HEALTH TRANSITION FUND)
MURPHY L. C.	US ARMY	11,047	THE ESTROGEN RECEPTOR & ITS VARIANTS AS RISK FACTORS IN BREAST CANCER (WITH P.H. WATSON, L. MURPHY) (BREAST CANCER RES PROGRAM)
MURPHY L. C.	US ARMY	32,850	INTERACTION BETWEEN ESTROGEN RECEPTOR-BETA AND THE TRANSFORMING GROWTH FACTOR-BETA SIGNALING CASCADE IN HUMAN BREAST
MURPHY L. C.	US ARMY	148,693	THE ROLE OF ESTROGEN RECEPTOR-BETA IN THE REGULATION OF THE MITOTIC APPARATUS
ANGEL A.	DAIRY FARMERS OF CDA	60,000	HDL AND THE SCAVENGER SYSTEM IN ADIPOSE TISSUE: STRUCTURE AND FUNCTION(WITH M. VRONTAKIS)

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
EL-GABALAWY H.	CARDION PHARM INC	32,704	EFFICACY OF DEPLTIN IN AN RA - SCID MODEL (WITH D. HITCHON)
LIGHT R. B.	PROVIDENCE HEALTH CARE	79,040	A RANDOMIZED CONTROLLED TRIAL OF VASOPRESSIN VS. NOREPINEPHRINE IN SEPTIC SHOCK (WITH UBC)
MINK S. N.	SPIRATION INC	14,602	LUNG VOLUME REDUCER IMPLANTS FOR THE TREATMENT OF EMPHYSEMA. STUDY IN DOG MODEL (WITH L. TAN)
MINUK G. Y.	HEALTH CDA	72,935	HEPATITIS B MUTANT INFECTIONS IN CANADA (WITH K. KAITA)
SITAR D. S.	AVENTIS PHARMA INC	116,480	PROTOCOL ID: HMR 3647A/1502 - ANTIBIOTIC ANALYSES IN SERUM AND FECAL FILTRATES
LI Y.	THERATECHNOLOGIES INC	43,624	A DOUBLE-BLIND, RANDOMIZED, MULTICENTRE, PLACEBO-CONTROLLED 8-WEEK TREATMENT STUDY OF THE SAFETY AND EFFICACY OF TH9507 ON THE IMMUNE RESPONSE TO INFLUENZA VACCINATION IN ELDERLY SUBJECTS
MOSES S.	CIDA	2,766,394	AIDS PREVENTION AND CONTROL IN INDIA
MOSES S.	CIDA	1,570,746	STRENGTHENING STD/HIV CONTROL IN KENYA PHASE III PROJECT
MOSES S.	CIDA	956,000	REGIONAL AIDS TRAINING NETWORK DEVELOPMENT PROJECT
MOSES S.	UNIV OF ILLINOIS	46,048	A RANDOMIZED, CONTROLLED TRIAL OF MALE CIRCUMCISION TO REDUCE HIV INCIDENCE IN KISUMU, KENYA (WITH I. MACLEAN)
LAW B. J.	AVENTIS PASTEUR	31,584	SAFETY AND IMMUNOGENICITY OF TETANUS AND DIPHTHERIA TOXOIDS ABSORBED COMBINED WITH COMPONENT PERTUSSIS VACCINE GIVEN CONCURRENTLY WITH HEPATITIS B VACCINE
LAW B. J.	VIRO PHARMA INC	5,383	A RANDOMIZED, DOUBLE-BLIND, PLACEBO-CONTROLLED STUDY TO EVALUATE THE CLINICAL EFFICACY, VIROLOGICAL ACTIVITY AND SAFETY OF PLECONARIL IN THE TREATMENT OF VIRAL RESPIRATORY INFECTION IN CHILDREN 1-6 YEARS OF AGE

## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
LAW B. J.	VIRO PHARMA INC	3,359	A RANDOMIZED, DOUBLE-BLIND, PLACEBO-CONTROLLED STUDY TO EVALUATE THE CLINICAL EFFICACY, VIROLOGICAL ACTIVITY AND SAFETY OF PLECONARIL IN THE TREATMENT OF VIRAL RESPIRATORY INFECTION IN CHILDREN 7-12 YEARS OF AGE
TABACK S. P.	ELI LILLY	7,656	THE GENETICS AND NEUROENDOCRINOLOGY OF SHORT STATURE INTERNATIONAL STUDY (WITH H. DEAN, E. SELLERS)
EVANS J. A.	HEALTH CDA	9,898	THE USE OF ICDC 655 CODES FOR DETECTING AND ENUMERATING PRENATALLY DIAGNOSED CASES OF CONGENITAL MALFORMATIONS
GIETZ R. D. H.	PFIZER INC (USA)	152,176	RAPID METHOD FOR PRODUCTION OF GENE DELETION CONSTRUCTS
DEL BIGIO M. R.	CODMAN & SHURTLES	1,515	TISSUE REACTION TO BRAIN IMPLANTS
WATSON P. H.	US ARMY	49,852	THE ROLE OF RANBPM IN EARLY PROGRESSION OF BREAST CANCER
WATSON P. H.	US ARMY	71,078	MARKERS OF INCREASED RISK IN PREINVASIVE BREAST CANCER
WATSON P. H.	US ARMY	48,928	STROMAL HYPOXIA IN BREAST CANCER PROGRESSION
GEIGER J. D.	UNIV OF PENNSYLVANIA	29,341	SCOR IN NEUROBIOLOGY OF SLEEP AND SLEEP APNEA



## RESEARCH CONTRACTS RECEIVED

JANUARY 01, 2002 - JUNE 30, 2002

FACULTY/NAME	SPONSOR	RECEIVED	TITLE
LAUTT W. W.	DIABEX INC	292,944	DEVELOPMENT OF THERAPY FOR DIABETES
HALAYKO A.	GENETIC INST WYETH	133,495	TRANSCRIPTIONAL PROFILING OF HUMAN TISSUES FROM COPD PATIENTS (WITH N. ANTHONISEN, Z. BSHOUTY, S. MINK, L. TAN, H. UNRUH, Z. XU)
ONEIL J. D.	ASSEMBLY OF MAN CHIEFS	70,916	FIRST NATIONS AND INUIT REGIONAL LONGITUDINAL HEALTH SURVEY - REGIONAL COORDINATION (WITH B. ELIAS)
ROOS N. P.	MDH	1,850,000	MANITOBA CENTRE FOR HEALTH POLICY AND EVALUATION - INTERIM FUNDING (WITH L. ROOS, E. SHAPIRO, C. BLACK, ET AL)
PHARMACY			
METGE C. J.	HEALTH ACTION GROUP INC	20,000	PILOT PROJECT TO COMPARE MEDICATION USE IN PHARMACARE PROGRAMS - ANTIBIOTICS IN SENIORS AND THE GENERAL POPULATION (HEALTH TRANSITION FUND)
PHYS. EDUC & RECRTN. STUDIES			
CAMPBELL J. M.	MAN CONSERVATION	25,000	INTEGRATING MULTIPLE FOREST VALUES IN SUSTAINABLE FOREST MANAGEMENT: DATABASE DEVELOPMENT AND MANAGEMENT (SDIF)
ADMINISTRATION-SPECIFIC			
OSMAN D. G.	WED	35,000	TECHNET
TOTAL		10,461,811	

**Sponsor Legend**

<b>Abbreviation</b>	<b>Complete Name</b>
ARDI	Agriculture Research Development Initiative
CIDA	Canadian International Development Agency
DND	Department of National Defence
EC	Environment Canada
HRDC	Human Resources Development Canada
HVDC Res Ctr	High Voltage Direct Current Research Centre
IDRC	International Development Research Centre
MAAS	Manitoba Association of Agricultural Societies Inc.
MDH	Manitoba Department of Health
SDIF	Sustainable Development Innovation Fund
WED	Western Economic Diversification

31 July 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 Tony Secco will be the Speaker for the Executive Committee for the August meeting of Senate.

**2. Comments of the Executive Committee**

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

Respectfully submitted,

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

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

/jml

**SUBMISSION TO THE FACULTY OF GRADUATE STUDIES**

*from the*

**DIVISION OF OCCUPATIONAL THERAPY  
SCHOOL OF MEDICAL REHABILITATION**

*in support of the establishment of a*

**PROFESSIONAL MASTER'S PROGRAM IN OCCUPATIONAL  
THERAPY**

***Master of Occupational Therapy (MOT)***

Submitted by:

Emily Etcheverry PhD, OT(C)  
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789-3897 Fax: 789-3927  
September 2001

October 23, 2001  
Revised March 2002

Submission to the Faculty of Graduate Studies from the Division of Occupational Therapy,  
 School of Medical Rehabilitation in support of the establishment of a Professional Master's  
 Program in Occupational Therapy - Master of Occupational Therapy (MOT)

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## INTRODUCTION

This new program is being introduced as an entry-level professional master's degree which is a relatively new model for the University of Manitoba. The definition of professional master's that guides the development of this proposal comes from the Ontario Council of Graduate Studies. It is:

*The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines and their application or related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practicing professionals. Such programs also need to develop analytic/interpretive skills relevant to the profession.*

University of Manitoba, Faculty of Graduate Studies general regulations have been applied to the development of this program, however, there are no regulations specifically oriented toward entry-level professional master's programs. Therefore, this program is also based on comparison with other occupational therapy programs in Canada that are master's entry-level (University of Western Ontario, McMaster University and University of Toronto were the first in Canada and provided the models most used in the development of this program).

The format of this proposal is based upon Section 3.2 of the Faculty of Graduate Studies Academic Guide (1995).

## PROGRAM DESCRIPTION

Highlights of the new program include:

- The new program is a professional master's degree program. There is a growing trend within the profession in Canada and the United States towards professional master's programs. Effective 2008, the Canadian Association of Occupational Therapists will only grant academic accreditation to those occupational therapy educational programs that lead to a professional master's degree in occupational therapy as the entry credential.  
The designation of Master of Occupational Therapy [MOT] is proposed, as it is distinct from other degrees offered at the University of Manitoba and other universities in Canada. The term 'therapy' is appropriate for an entry-level professional practice degree and ensures that it can be easily distinguished from a research degree or an advanced course-based degree. **Appendix A contains a rationale for a program at the professional master's level.**
- The proposed MOT degree replaces the current Bachelor of Medical Rehabilitation [BMR(OT)]. **Appendix B contains a comparison of the current BMR(OT) program to the new MOT program.**
- Before entering the MOT program, students must have completed a general degree in Arts or Science (or an approved equivalent) including required pre-requisites. Pre-requisite studies will include introductory courses in psychology, sociology, human anatomy and physiology, human development across the

lifespan and statistics. Students already holding a BMR(OT) degree or equivalent may be admitted and progressed in an accelerated fashion through the MOT program. **Pre-requisite requirements for regular and accelerated entry to the MOT program are provided in Appendix C. Included are: lists of specific pre-requisite course numbers with equivalencies at all Manitoba and Saskatchewan universities and accelerated program entry requirements.**

- The MOT program is unique in Canada with respect to entry requirements. Students with general 3-year degrees and specified pre-requisite courses, and required academic standing are invited to apply. A broad spectrum of applicants who reflect the diversity of our culture and the value of access that distinguishes the University of Manitoba is sought. It is believed that the specified requirements will ensure an appropriate balance between the need for applicants to be able to master the demands of the program and the need for the program to encourage access for a broad range of students. **Appendix C contains a rationale for the general degree requirement.**
- Academic progression includes admission policies and program requirements aimed at high quality professional development of students and the advancement of the application of knowledge to practice in the discipline of occupational therapy. **Appendix D details progression routes for general and accelerated program options.**
- Curriculum content includes knowledge, skills and attitudes required for entry level practice as a registered occupational therapist. The focus of occupational therapy is occupation. Occupation, as defined in occupational therapy literature, includes, "everything people do to occupy themselves including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity)"<sup>1</sup>. Curriculum content focuses on understanding the impact of elements of the person, the environment and occupations on occupational performance. Barriers to occupational performance resulting from diseases, impairments and disabilities are studied. Assessments, problem solving approaches and interventions to promote performance in desired occupations of self-care, productivity, and leisure despite diseases, impairments and disabilities are taught. **Appendix E provides an overview and full description of the proposed MOT program including the curriculum planning process, the curriculum guide and course descriptions.**
- Teaching and learning methods in academic modules include a mixture of seminars, lectures, clinical skills laboratory sessions, case study tutorials, problem solving exercises, and independent study. Students often work in collaborative groups. Fieldwork experiences occur in full time blocks and are supervised by practicing therapists in their work environments. Fieldwork modules are interspersed with academic modules and progress from basic to advanced, in terms of the expectations for the professional development of students. Activities to maximize links between fieldwork and academic modules are part of the new program design. **Appendix E provides more detailed information.**

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

- An accelerated option to acquire the MOT degree is proposed for applicants with a BMR(OT) or equivalent degree. **Appendices C and D contain information pertinent to the accelerated option pre-requisites and progression.**

## **HISTORY OF THE OCCUPATIONAL THERAPY EDUCATION PROGRAM AT THE UNIVERSITY OF MANITOBA**

The School of Medical Rehabilitation was established in September 1960 to provide education for emerging fields in rehabilitation. The first Occupational Therapy program was a two and one-half year diploma program. In 1964 the Senate of the University of Manitoba gave approval for extension of the original Diploma curriculum to three years. Senate approved an optional fourth year program leading to the Bachelor of Occupational Therapy degree in 1966. In February 1976, Senate approved a new undergraduate program leading to the Bachelor of Medical Rehabilitation (Occupational Therapy) degree and the Diploma Program was discontinued. Effective September 1989, a revised B.M.R. (O.T.) program was introduced and remains in effect today although changes have been introduced over the years within the context of the 1989 curriculum structure. Each of these education programs was developed in conjunction with similar programs in physical therapy. Program curricula were structured to include shared content in foundation knowledge courses (eg. basic sciences, pathology) with discipline specific courses scheduled around them. Each discipline added new knowledge to this structure over a considerable period of time with increasing difficulty resulting from the constraints of the structure. This proposal introduces a discipline specific curriculum in occupational therapy reflecting the perceived need to change the structure of the program such that discipline specific content is given priority.

The Occupational Therapy program at the University of Manitoba must maintain accreditation through the Canadian Association of Occupational Therapists in order for graduates of the program to be eligible for registration to practice in all jurisdictions in Canada. Accreditation was received in 1986, 1989, 1991, 1995 and 2000. The next accreditation review will take place in 2005.

Graduates of the occupational therapy entry-level program must successfully complete all program requirements in order to be registered to practice in Manitoba, and they must successfully pass the national certification examination of the Canadian Association of Occupational Therapists in order to be eligible for membership in that organization.

Since 1983 the Saskatchewan government has had an agreement with the province of Manitoba to support three seats per year in the B.M.R. (O.T.) program.

## **NEED FOR A NEW PROGRAM**

Need for this new program is primarily related to three factors:

- trends within the profession
- accreditation
- practical considerations



### Trends within the profession

Since the first Occupational Therapy education programs began in Canada there has been a steady increase in the knowledge base of the discipline and expansion of the areas of practice in which the knowledge is applied. As a result, occupational therapy program curricula have been changing and many have been restructured around themes and content reflecting the relationship between occupation and health, which includes, but is broader than, the relationship between occupation and rehabilitation.

Early curricula in the field were primarily practice driven. Curricula have steadily evolved to be more knowledge driven. The MOT program structure and content move the discipline in Manitoba forward in this evolution.

Furthermore, changing complexities in health and social service sectors and rapid exchange of information and ideas have altered the work environments and demands placed upon newly graduated professionals. Entry-level graduates need to be able to work more independently than in the past and with increased focus on accountability and information management. The new program includes a greater emphasis on developing these skills.

### Accreditation

The last two accreditation evaluations of the Occupational Therapy program at the University of Manitoba (1995, 2000) called for curriculum reform. The accreditation reports acknowledged the quality of the current program but identified a need for reform of the program structure to reflect theory in the discipline, analysis and interpretation of evidence for practice, and enhancement of teaching methodologies to facilitate life-long learning.

The current curriculum is structured to reflect a medical model view of health and is organized into sections according to body systems. In contrast, the new curriculum is structured to reflect a more comprehensive view of health and is organized into teaching modules designed to incrementally advance the knowledge, skills and attitudes of students. The new structure and organization are focused on the interaction of person-environment-occupation factors on occupational performance and health.

The current BMR(OT) curriculum was developed when didactic teaching was the most prevalent teaching methodology. Although considerable change in pedagogy has been introduced into the current curriculum since its inception, the new curriculum is more specifically designed to incorporate time and opportunities for students to engage in problem solving, critical thinking and self-directed study.

### Practical considerations

Within the current curriculum structure students are required to complete 1280 hours of field-based education in 6 different placement locations. This exceeds the hours required for accreditation by 280 hours. This fact, combined with increasing difficulty securing sufficient placements for students and the recently approved increase in enrolment to meet manpower needs in Manitoba creates a need for a new model of program integration to reduce the required amount of field-based experience. To this end, the new curriculum plan incorporates fieldwork in the context of these realities. As such, the curriculum plan

is designed to meet standards and achieve a realistic amount of evaluated fieldwork for the size of the community available to provide the placements. In addition the new curriculum plan incorporates an approach to fieldwork that is designed to emphasize analytic skills needed for applying theory to practice.

## EFFECTS

Introduction of this new program will have general effects as well as specific effects associated with the fact that it is a change from an existing program.

In general, introduction of the MOT degree will address the manpower needs for occupational therapists in Manitoba and, to a lesser extent, Saskatchewan. The proposed program will be the only Manitoba education program for entry to practice in Occupational Therapy. Graduates of the University of Manitoba occupational therapy program constitute approximately 86% of practising occupational therapists in this province. In addition, the Saskatchewan government has had an agreement with the province of Manitoba to support three seats per year in the current occupational therapy program. It is anticipated that the agreement will continue with the new program and potentially be increased to support 5 seats per year. This agreement with Saskatchewan has a significant positive human and financial resource impact on the University of Manitoba. It will be necessary for the University of Manitoba to provide a current and high quality program in order to remain attractive to the Saskatchewan government as an option for an agreement to educate occupational therapists for that province.

The MOT program is also designed to open the possibility of attracting students from other locations. More specifically, the general degree entry requirement and the possibility of an accelerated program option have the potential to attract new students and retain qualified therapists in the province as they seek to advance their credentials and keep pace with knowledge in the field.

Other effects of the introduction of this new program relate to the fact that it replaces the current BMR(OT) program.

Courses that are currently taught jointly to occupational therapy and physical therapy students will no longer be taught to occupational therapy students. Physiotherapy curriculum planning will be positively impacted by this change. Both programs, while valuing team building and collaboration, have different needs with respect to the emphases and context for teaching/learning material taught in these courses. Curriculum planning for both programs is facilitated by this change. **A letter of support from Gisèle Pereira, Acting Head of the Division of Physical Therapy is contained in Appendix F.**

Pre-requisite courses are required from faculties of Arts and Science in "feeder" universities. These changes have been conveyed to the Deans of these faculties in order for them to realize potential increased demands for courses. Some concerns were raised in the Faculty of Science about the ability of the faculty to serve the needs of the proposed occupational therapy program. Following discussions with representatives in Science, letters of support were sought from the Zoology and Mathematics departments

of the faculty. A letter of support for our program was received from Dr. Erwin Heubner, head of the department of Zoology. The letter is contained in Appendix F.

In general, representatives of the faculties of Arts and Science expressed interest in the opportunities available for graduates of their general degrees through the MOT program option. Recruitment materials are in preparation to ensure that student advisors within Arts and Science faculties can appropriately advise prospective students of the MOT program pre-requisite requirements.

## **ENROLMENT AND PHASE-IN OF NEW PROGRAM**

The Council on Post Secondary Education, on the recommendation of Manitoba Health, has recently increased the number of seats for occupational therapy students at the University of Manitoba. That is, there is an acknowledged need to increase the manpower base in the profession in Manitoba. Approval and funding are in place to support an enrolment of 50 students in each academic year beginning in 2002.

**Table 1** shows the plan that has been devised to carry out the phase-in of the new curriculum and the enrolment increase. The phase-in plan is designed to ensure:

- a) a graduation rate that will meet projected Occupational Therapy human resource needs for Manitoba (reference enrolment increase proposal)
- b) a reasonable phase-in to ensure availability of fieldwork placement sites
- c) ability to ensure high quality program delivery through the phase-in period

It is projected that there will be an annual enrolment of 50 students per year into the MOT program. Although application numbers were down in 2001, traditionally there has been a larger number of applicants (usually about 3 to 1) for the BMR(OT) program than spaces available for them. Therefore, it is believed that there is a known level of interest in the field, which could potentially be much bigger. There has been a limited amount of recruitment activity and no advertising to attract students to the BMR(OT) program. Program entry requirements for the MOT program are designed to address the need to recruit the desired number of students (50) to the program. That is, the three-year general degree pre-requisite for the MOT will help to ensure reasonable access to students graduating from Manitoba universities and offer a viable advanced study option in an applied profession to those students.

In addition, spaces not filled in the regular program could potentially be filled by accelerated program students.

**Table 1 Enrolment and Phase-In of New Program**

Year	Year in Program	Number of Seats*	Program	No. of Graduates*	Number of Fieldwork Placements Required*
2000/2001	1	30	BMR(OT)		30
	2	28	BMR(OT)		84
	3G	27	BMR(OT)		54
<b>Totals</b>		<b>85</b>		<b>27</b>	<b>168</b>
2001/2002	1	37	BMR(OT)		37
	2	29	BMR(OT)		87
	3G	31	BMR(OT)		62
<b>Totals</b>		<b>95</b>		<b>31</b>	<b>186</b>
2002/2003	1	0			0
	2	37	BMR(OT)		111
	3G	29	BMR(OT)		58
<b>Totals</b>		<b>66</b>		<b>29</b>	<b>169</b>
2003/2004	1	50	MOT		100
	3G	37	BMR(OT)		74
<b>Totals</b>		<b>87</b>		<b>37</b>	<b>174</b>
2004/2005	1	50	MOT		100
	2G	50	MOT		100
<b>Totals</b>		<b>100</b>		<b>50</b>	<b>200</b>

G=year of graduation

BMR(OT) = current occupational therapy program

MOT = proposed program to begin in 2003

\*Numbers are a combination of real figures as of Aug 31, 2001 and future projections based on approved seats for intake @40 in 2001, 50 in 2003

## CREDENTIALS OF FACULTY

### Current Faculty Complement

Individuals with entry-level academic credentials, professional registration in occupational therapy, and practice expertise are required to teach this entry-level program. In addition, registered occupational therapists with advanced credentials at Master's and PhD level or with advanced professional continuing education are needed. Individuals with credentials from other disciplines may also contribute to the teaching/learning resource base for this program.

**Table 2** lists the Occupational Therapy Division faculty complement currently available for teaching the academic component of the program and coordinating the academic and fieldwork components. In summary, twenty-one of the twenty-four individuals listed have professional expertise in occupational therapy. All full-time faculty have master's degrees (one individual is completing this credential in 2002). Two full-time and two cross appointed faculty have doctorates and six part-time and sessional faculty have second bachelor's or master's degrees in addition to professional degrees in occupational therapy. **Appendix G contains curriculum vitae for these individuals.**

In addition there are approximately 180 registered occupational therapists who provide fieldwork supervision and evaluation of occupational therapy program students. Baseline funding has recently been secured within the School of Medical Rehabilitation to increase

the academic faculty complement by 2.7 FTE by 2003 and additionally to support the contributions of fieldwork providers.

It is anticipated that all full-time and part-time faculty listed will teach in the MOT program and provide professional mentorship and academic program guidance to students. Many sessional teachers will also be employed to teach specific content in areas related to their clinical expertise. Cross appointed faculty from the Department of Human Anatomy and Cell Science and the Department of Continuing Medical Education also support our program.

**Table 2 Occupational Therapy Division Academic Faculty**

	Academic Credentials	Professional Credentials	Areas of Specialization
<b>Full-Time Faculty</b>			
Ann Booth	BSc(OT) MBA	OTM, OT(C), OTR	Theories of Occupational Science Program Evaluation Management Principles
Donna Collins	DipOT, BSc(OT) (anticipated completion of MSc Community Health in 2002)	OTM, OT(C)	Assistive Technology Functional Assessment Community Health Seniors Housing Independent Living and Disability
Juliette Cooper	DipPOT, BOT, MSc, PhD	OTM, OT(C)	Anatomy Workplace Health Research Methods
Emily Etcheverry	DipOT, BOT, MEd, PhD	OTM, OT(C)	Physical Assessment Assessment of Function Education Program Design and Evaluation
Margaret Friesen	BOT, MEd, PhD, (Cand)	OTM, OT(C)	Work Rehab Ergonomics Musculoskeletal Conditions
Jacquie Ripat	BMR(OT), MSc(Rehabilitation)	OTM, OT(C)	Assistive Technology Functional Kinesiology
Theresa Sullivan	BSc(OT), M.A. (Health Ed)	OTM, OT(C), OTR	Fieldwork and Education Clinical Reasoning
Pam Wener	BMR(OT), MEd	OTM, OT(C)	Group Therapy Psychosocial;
<b>CROSS APPOINTED FACULTY</b>			
Judy Anderson BSc, PhD (cross appointed from Human Anatomy and Cell Science) Professor in Anatomy			
Cheryl Kristjanson BPE Ed Cert, MEd, PhD(cross appointed from Continuing Medical Education) Director of Educational Development, University of Manitoba, Faculty of Medicine			

<b>Part-Time Faculty</b>			
Ed Giesbrecht	BMR(OT), BSW	OTM, OT(C)	Assistive Technology Neurosciences
Leslie Johnson	BHSc(OT)	OTM, OT(C)	Work Injury, Ergonomics
Leanne Leclair	BA, BHSc(OT),	OTM, OT(C)	Northern Rehab International Health /School Health
Kathy Miller	BSc(OT)	OTM, OT(C)	Occupational Therapy Service to Children
Louise Nichol	DipOT, BOT	OTM, OT(C)	Occupational Therapy in Neurological Services
Art Quanbury	BSc(Elec Eng), MAsc(Elec Eng)	APEM, ISAAC, RESNA	Assistive Technology Biomechanics Rehabilitation Engineering
Gayle Restall	BMR(OT), MSc(OT)	OTM, OT(C)	Primary Health Services Mental Health Child and Adult
Pearl Soltys	DipOT, BOT	OTM, OT(C)	Community Therapy Mental Health Policy Analysis
<b>Sessional Faculty</b>			
Carolyn Bergen	BMR(OT), MA(Marriage, Family and Child Counselling)	OTM, OT(C)	Marriage, Family and Child Counselling
Susan Hales	BMR(OT)	OTM, OT(C)	Occupational Therapy Services to Children
Rosanne Papadopoulos	BMR(OT)	OTM, OT(C)	Adolescent Mental Health Services
Patti Ringer	BMR(OT)	OTM	Geriatric Assessment
Kim Roer	BMR(OT)	OTM	Musculoskeletal Injuries Vocational Rehabilitation
Lynda Wolf	DipOT, BOT, BA&Sc	OTM	Occupational Therapy Services to Senior Adults

## **FACULTY DEVELOPMENT PLANS**

A three part strategic plan for faculty development has been initiated. The plan includes recruitment into newly funded positions, support for part-time and sessional faculty to upgrade credentials, and a program of workshops and seminars to address graduate educational philosophy and methodology. Funding has been secured from the office of the Vice President (Academic) to support this plan.

## **LIBRARY RESOURCES**

Excellent library resources are available in the Neil John Maclean Health Sciences Library to support occupational therapy. Library resources are evaluated with each

accreditation review of the occupational therapy program. The most recent accreditation report, in the fall of 2000, acknowledged the quality of the resources available in the library for occupational therapy students and faculty.

A process is in place to involve faculty and other stakeholders of the occupational therapy program in the preparation of detailed course outlines for the MOT program. These outlines will also identify information resources for each course.

At this time individual courses that are included in the MOT program have not received a statement of approval from the Director of Libraries. The process that is in place includes collaboration with designated library personnel to ensure that resource needs are appropriately planned for and/or that program development respects resource limitations. **A letter of support from Ada Ducas, Head of the Neil John Maclean Library is included in Appendix F.**

It should be noted that the Division of Occupational Therapy maintains a strong collaborative relationship with library personnel, particularly the Assistant Librarian, Bill Poluha. Periodic meetings have been held and continue to be held with Mr. Poluha in relation to planning for the MOT program. Mr. Poluha has already ascertained that the Neil John Maclean Library meets published conspectus standards to support occupational therapy education at the master's level.

Nevertheless, information resources for specific courses that are included in the MOT program will be sent to the library for review and a statement of approval from the Head of Libraries well in advance of the proposed 2003 introduction of the MOT program.

## **COSTS AND TEACHING LOAD PROJECTIONS**

### Available Resources

It is intended that resources from the BMR(OT) program be reallocated to support the new MOT program. The proposed MOT program will be replacing the BMR(OT) program as the entry-level professional qualification for occupational therapists. The BMR(OT) program recently received funding to support increased enrolment to 50 students per year. Phase-in of the MOT program has been planned to accommodate increased enrolment and to maintain projected graduation rates<sup>2</sup>. The phase-in plan appears above on page 6 & 7 of this proposal.

Available levels of base-line support to teach the OT program are shown in Table 3. These figures are based on current and committed funds to the program.

**Table 3 Base-line support for occupational therapy**

Year	FTE Faculty	Sessional Faculty \$	Outreach Faculty	Fieldwork Professional Development
2001/2002	9.75	42,017	2.1	\$4000
2004/2005	16.95	67,911	2.1	\$15000

<sup>2</sup> School of Medical Rehabilitation Enrolment Increase Proposal

Table 4 shows a projection of the use of available resources to teach the MOT program. Scheduled class hours consist of large group teaching hours and tutorial hours. Large group teaching hours involve one teacher and the entire cohort of students in given year, or a divided cohort and two teachers. Some instructed teaching hours require teaching assistance in the classroom. Tutorial /seminar hours are taught in small group sessions. The number of tutorial or seminar leaders depends upon the size of the groups.

**Table 4 Master's of Occupational Therapy - Required Teaching Resources**

Course #	Large Group Teaching Hours	Teaching Assistance	Tutorial/ Seminar Hours	Comments
<b>Year 1 Modules I and III</b>				
68.610 HumDeterminants (60 hrs)	60	120	0	assists for instructed hours x2
68.611 TheoryOT (45 hrs)	25	0	60	20 hrs tutorials x3
68.612 Health&Disabil (45 hrs)	25	0	60	20 hrs tutorials x3
68.613 OTPractSkills1 (45 hrs)	90	90	0	Instructed hrs double taught with assists
68.614 EnablProfDev1 (45 hrs)	25	0	60	20 hrs tutorials x3
68.630 OccAnal&Adap (60 hrs)	40	0	60	20 hrs tutorials x3
68.631 Environ&OP (60 hrs)	40	0	60	20 hrs tutorials x3
68.632 HlthCond&OP (60 hrs)	40	0	60	20 hrs tutorials x3
68.633 OTPractSkills2 (60 hrs)	120	120	0	double taught with assists
68.634 EnablProfDev2 (60 hrs)	30	0	90	30 hrs tutorials x3
68.635 ResrchMeth (60 hrs)	30	0	90	30 hrs tutorials x3
<b>TOTAL</b>	<b>525</b>	<b>330</b>	<b>540</b>	
<b>Faculty Required Yr 1 7.3</b>				
<b>Sessional Costs Yr 1 \$25875</b>				
<b>Year 2 Modules V and VII</b>				
68.750 OTProcessChAdol (60 hrs)	30	0	90	30 hrs tutorials x3
68.751 OTProcessAd1 (60 hrs)	30	0	90	30 hrs tutorials x3
68.752 OTProcessSrAd1 (60 hrs)	30	0	90	30 hrs tutorials x3
68.753 AdvOTPractSkills1 (60 hrs)	120	120	0	double taught with assists
68.754 AdvEnabProfDev1 (60 hrs)	30	0	90	30 hrs tutorials x3
68.770 OTProcessCh/Adol2(60 hrs)	30	0	90	30 hrs tutorials x3
68.771 OTProcessAd2 (60 hrs)	30	0	90	30 hrs tutorials x3
68.772 OTProcessSrAd2 (60 hrs)	30	0	90	30 hrs tutorials x3
68.773 AdvOTPracSkill2 (60 hrs)	120	120	0	double taught with assists
68.774 AdvEnabProfDev2 (60 hrs)	30	0	90	30 hrs tutorials x3
68.775 IndepStudy (90 hrs)		0	60	20 hrs tutorials x3
<b>Total</b>	<b>480</b>	<b>240</b>	<b>780</b>	
<b>Faculty Required Yr 2 8.8</b>				
<b>Sessional Costs Yr 2 \$26100</b>				



### Assumptions

- Large class and tutorial hours are taught by a combination of full-time equivalent faculty and sessional lecturers. (70% FTE and 30% sessional. It is assumed that FTE faculty with academic rank teach 90 hours per year Instructors teach 180 hours per year. Calculating formulae allow for one instructor per year)
- Sessional hours are paid at \$50 per hour Teaching assistants are paid at \$30 per hour

### Cost Recovery from Student Tuition

**Table 5 Cost Recovery From Student Tuition**

Year	Number of Students	Cost Recovery*
2001/2002	BMR(OT) 95	\$440610
	MOT 0	
2002/2003	BMR(OT) 66	\$306108
	MOT 0	
2003/2004	BMR(OT) 37	\$421606
	MOT 50	
2004/2005	BMR(OT) 0	\$500000
	MOT 100	

Cost recovery figures are a combination of fees based on the current average fee per year paid by students at the School of Medical Rehabilitation tuition fees and a program fee of \$10,000.

(\$4638\* x actual number of students in the BMR(OT) program and \$10,000 [\$5000 in each of 2 years] x number of students expected in the MOT program)

Table 6 shows how current University of Manitoba yearly fees for the BMR(OT) program compare with other university programs in Canada. The proposed MOT program fee of \$10,000 (\$5000 in each of 2 years) ensures that University of Manitoba program fees compare reasonably with fees across the country for similar programs. The proposed fee has been reviewed and recommended as appropriate by the Office of the Vice President (Administration).

**Table 6 Comparison of Tuition Fees in Medical Rehabilitation Programs in Canada**

	Tuition fees*		
	1999-2000	2000/2001	2001/2002**
UBC	\$2142-2984	\$2142-2984	\$2036-2835
U Alta	\$3551	\$3770	\$3890
U Sask	\$4060	\$4617	\$5310
UWO	\$5000	\$5100	\$5200
McMaster	\$4155	\$4267	Not available
U Toronto	\$4379	\$4467-5808	\$4555-4922
Dalhousie U	\$5885	\$6339	\$6660
U Manitoba	\$4638	\$4638	\$4638

\*Figures provided by the University of Manitoba Office of Institutional Analysis

\*\* Figures for 2001/2002 are preliminary only

## SPACE

Space is available on the Bannatyne campus of the University of Manitoba for the current BMR(OT) program. The phase-in plan for the MOT program is designed to allow for a smooth transition of this space to the new program. It should be noted that space plans to better meet the needs of the School of Medical Rehabilitation are being developed. Planning for the MOT curriculum is being considered in that planning. Construction is scheduled for completion in September 2002.

## ADMISSIONS and STUDENT RECORDS

The current BMR(OT) program relies upon Enrolment Services to receive and screen applicants to the program and to prepare annually, - an information bulletin to guide applicants and formally outline criteria and procedures for selection of students to the program.

Should this proposal be accepted, a process for receiving applications and screening applicants will need to be established either through enrolment services or through graduate studies or through a combination of these units. Although enrolment services does not typically manage students who apply to graduate studies, Peter Dueck, Director of Enrolment Services, has indicated a willingness to have his department support the development of procedures for admissions for this new program and if considered appropriate, to carry out the support that will be required on an annual basis.

Similarly, procedures for managing student registration, fee assessments, exam registries and student transcripts will need to be established for this new program.

### Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

## **Report of the Senate Planning and Priorities Committee on the Faculty of Graduate Studies' Proposal to establish a Professional Master's in Program in Occupational Therapy**

---

### **Preamble**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in Section 10.32 of the *Senate Handbook* wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The proposed program is a professional master's degree program, which responds to a growing trend within the Occupational Therapy profession in Canada and the United States towards professional master's programs. Effective 2008, the Canadian Association of Occupational Therapists will only grant academic accreditation to those occupational therapy educational programs that lead to a professional master's degree in occupational therapy as an entry credential.
3. Since the first Occupational Therapy education programs began in Canada there has been a steady increase in the knowledge base of the discipline and expansion of the areas of practice in which the knowledge is applied. As a result, occupational therapy program curricula have been changing and many have been restructured around themes and content reflecting the relationship between occupation and health, which includes, but is broader than, the relationship between occupation and rehabilitation. Changing complexities in health and social service sectors and rapid exchange of information and ideas have altered the work environments and demands placed upon newly graduated professionals. Entry-level graduates need to be able to work more independently than in the past and with increased focus on accountability and information management. The new program includes a greater emphasis on developing such skills.

Early curricula in the field were primarily practice driven. Curricula have steadily evolved to be more knowledge driven. The Masters of Occupational Therapy program structure and content move the discipline in Manitoba forward in this evolution.

4. The designation of Master of Occupational Therapy [MOT] is proposed. It is distinct from other degrees offered at the University of Manitoba and other universities in Canada. The term 'therapy' is considered appropriate for an entry-level professional practice degree and ensures that it can be easily distinguished from a research degree or an advanced course-based degree.
5. The education that will be completed by students in the MOT program is congruent with the definition of professional master's program that is used by the Ontario Council on Graduate Studies and requires students to achieve at a significant level as evidenced by the following points:
  - Students graduating from the MOT program will have a broad education and life experience as adults prior to entry to the program.
  - The program allows students to develop professional knowledge, skills and attitudes through a coordinated program of academic and field experiences.
  - Students will be challenged to engage in complex assessment and problem solving exercises utilizing advanced communication, analysis and interpretive skills.
  - Students will complete a significant independent study project.

### **Observations**

1. The last two accreditation evaluations of the Occupational Therapy program at the University of Manitoba (1995, 2000) called for curriculum reform. The accreditation

reports acknowledged the quality of the current program but identified a need for reform of the program structure to reflect theory in the discipline, analysis and interpretation of evidence for practice and enhancement of teaching methodologies to facilitate life-long learning.

2. The new curriculum is structured to reflect a more comprehensive view of health and is organized into teaching modules designed to incrementally advance the knowledge, skills and attitudes of students. The new structure and organization are focused on the interaction of person-environment-occupation factors on occupational performance and health.
3. The MOT degree will address the human resource needs for occupational therapists in Manitoba and, to a lesser extent, Saskatchewan. The proposed program will be the only Manitoba education program for entry to practice in Occupational Therapy. Graduates of the University of Manitoba occupational therapy program constitute approximately 86% of practising occupational therapists in this province. It is anticipated that an agreement in place between the Saskatchewan and Manitoba governments will continue and will support up to 5 seats per year.
4. The Council on Post Secondary Education, on the recommendation of Manitoba Health, recently approved an increased number of seats for occupational therapy students at the University of Manitoba from 30 to 50. There is an acknowledged need to increase the human resource base in the profession in Manitoba. Approval and baseline funding are in place to support an increase in enrolment to 50 students in each academic year beginning in 2002.
5. The program will be phased-in in such a way that (i) the graduation rate that will meet projected Occupational Therapy human resource needs for Manitoba (ii) fieldwork placement sites are available and (iii) that high quality program delivery is ensured.
6. It is projected that there will be an annual enrolment of 50 students per year into the MOT program. Accelerated program students could potentially fill spaces not filled in the regular program.
7. Program entry requirements for the MOT program are designed to address the need to recruit the desired number of students (50) to the program. A three-year general degree pre-requisite for the MOT will help to ensure reasonable access to students graduating from Manitoba universities and offer a viable advanced study option in an applied profession to those students.
8. Two entry routes are proposed for the program. Students applying to enter into the MOT program must have completed a minimum of a general Arts or Science degree (or an approved equivalent) with successful completion of pre-requisite studies in introductory courses in psychology, sociology, human anatomy and physiology, human development across the lifespan and statistics with a minimum Grade Point Average (GPA) of 3.0 in the last two full years (60 credit hours) of undergraduate study. Accelerated Program Entry will allow qualified occupational therapists an opportunity to enter the MOT program. Students entering through this option must have (i) a BMR(OT) degree or equivalent with a minimum B average in the final year and (ii) 42 credit hours of non- OT degree credits as well as evidence of having passed the Canadian Association of Occupational Therapists certification examination and/or are eligible for licensure in Manitoba by the Association of Occupational Therapists of Manitoba.
9. The report describes the Faculty resources needed to deliver the program. There are 8 full time Faculty and 14 part-time and sessional Faculty. Baseline resources for an additional 7.2 FTE over a 4 year period have been secured as well as support for

additional fieldwork supervision.

10. Library resources have been evaluated with each accreditation review of the occupational therapy program. Excellent library resources are available in the Neil John Maclean Health Sciences Library to support occupational therapy. The most recent accreditation report, in the fall of 2000, acknowledged the quality of the resources available in the library for occupational therapy students and faculty. Written support has been received from the Head of the Neil John Maclean Library.
11. Space is available on the Bannatyne campus of the University of Manitoba for the current BMR(OT) program. The phase-in plan for the MOT program is designed to allow for a smooth transition of this space to the new program.
12. The report contains a discussion of cost recovery from student tuition. Cost recovery figures are calculated using the current average fee per year paid by students at the School of Medical Rehabilitation tuition fees and a program fee of \$10,000. With 100 students enrolled in the program in the 2004 –2005 year cost recovery will be about \$500K. Fees have been reviewed and recommended as appropriate by the Office of the Vice President (Administration). Current BMR(OT) resources devolve to the MOT program as it is phased in and baseline funding is available to support enrollment of 50 students per year.

### **Recommendation**

The Senate Planning and Priorities Committee recommends that Senate approve and forward to the Board of Governors the proposal from the Faculty of Graduate Studies to create a Professional Master's Program in Occupational Therapy.

Respectfully submitted,

Norman Halden, Chair  
Senate Planning and Priorities Committee

/jml

## International Dentist Degree Program

The Faculty of Dentistry wishes to establish a program for dentists with foreign degrees to upgrade their credential to a University of Manitoba DMD degree. This program would be modeled after the Advanced Standing Degree the Faculty has offered in the past and current similar programs in Canada.

Dentists who have received their dental degrees at non-North American dental schools would be selected through an intensive assessment process, receive a 6-8 week preparatory/orientation program, and then be entered into the 3rd year of our 4 year dental program. On completion of Year 3 and 4 of the dental program, they would receive the DMD degree.

The anticipated date of acceptance of the first 4 students is May - June 2003. Each year thereafter at least 6 students would be accepted into the program.

### Background

Dentists who immigrate to Canada and have received their dental education in countries other than Canada and the United States currently have only one option available to them to become licensed to practice dentistry in Canada; they must complete a 2 year advanced standing program approved by the Commission on Accreditation of Canada and then sit the National Dental Examining Board (NDEB) examination. There are currently an estimated 1000+ new or recent Landed Immigrants or Permanent Citizens who wish to enter such programs. However, there are only approximately 62 positions across Canada in such programs at Dalhousie (8), Toronto (25), Western Ontario (12), Alberta (5), and UBC (10). The need for additional positions and /or programs is therefore great.

The Advanced Standing Programs in Canada take two forms both of which are similar in duration and content but differ in the credential offered. These are (a) a qualifying program - a certificate of completion is granted which is recognized by the NDEB, or (b) a degree program - a DDS or DMD degree is granted. Currently the Universities of Dalhousie, Toronto and Western Ontario offer a Qualifying Program, while the universities of Alberta and British Columbia offer a degree program.

### Important Elements of an Advanced Standing Program

Investigation of existing programs has highlighted several issues that are considered important in establishing any such program and would be featured in our program:

#### **1. Degree Completion Program rather than Qualifying Program.**

A degree completion program is most attractive to students and is most cost efficient for the Dental School. The degree granted by a Canadian university is more readily accepted by licensing bodies, employers and graduate programs. As well, incorporating students into the existing program makes maximum use of existing resources.

#### **2. A rigorous assessment protocol to choose students is required.**

Acceptance of students into the regular dental program is based on assessments of the applicant's university level grades, the completion of prerequisite courses, reference letters, the Dental Aptitude Test and a standardized interview. It is not possible to gain a good understanding of admission requirements at foreign dental schools. It is therefore important to apply equivalent requirements for this advanced standing program in order to enter students who will have the greatest opportunity to complete their program in a timely manner. The admissions process will include (a) satisfactory performance on the ACFD Eligibility Examination for Qualifying Programs specifically designed for this purpose, (b) satisfactory achievement on appropriate English language proficiency tests, (c) a standardized interview, and (d) various preclinical exercises.

#### **3. A preparatory/orientation program.**

A 6 to 8 week preparatory/orientation period prior to the entrance of these students into the third year of the dental program has to be provided. Students from other countries typically have different strengths and weaknesses in their curricula as compared to north american programs.

As well, most graduates of foreign dental schools are not familiar with the clinical techniques and materials available and taught in Canada. It is important that all students be brought to the equivalency of the students who have completed the first two years of our program. Based on the experience of the other programs in Canada, this can be accomplished by a 6 to 8 week program that addresses their curricular weaknesses.

### Resources

This is designed to be a self-funded program. The tuition and instrument costs will cover all extra staffing costs. Classroom sizes can accommodate the additional students.

### 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 a Proposal from the Faculty of Dentistry for an International Dentist Degree 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 Faculty of Dentistry for an International Dentist Degree Program.

**Observations**

1. The Faculty of Dentistry is proposing the introduction of an International Dentist Degree Program. The goal of this new program is to, in essence, add six students to each of the 3<sup>rd</sup> and 4<sup>th</sup> years of the DMD program. These spaces would be for non-North American trained Dentists who, following a rigorous screening program and a six to eight week preparatory/orientation program, would begin studies in the third year of the DMD program. Upon completion of the 4<sup>th</sup> year of the dental program, these students would receive the DMD degree.
2. The Faculty of Dentistry is proposing the program because at this time, non-North American trained Dentists can not automatically write qualifying examinations, and as such require further training before becoming eligible to write the qualifying examinations.
3. The program is designed to be self-funding, and as these students would be part of the existing curriculum, would fit in to the current program within the Faculty of Dentistry.

**Recommendation**

The Senate Committee on Curriculum and Course Changes recommends that the proposed International Dentist Degree Program 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



**Report of the Senate Planning and Priorities Committee on The Faculty of Dentistry  
Proposal to Introduce an International Dentist Degree Program.**

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**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. In order to practice, Dentists with non-North American qualifications currently have only the option of completing a two-year advanced standing program approved by the Commission on Accreditation of Canada and then they must sit the National Dental Examining Board (NDEB) examination.
3. The Faculty of Dentistry proposes to introduce a program for foreign Dentists to upgrade their credential to a University of Manitoba DMD degree.

**Observations**

1. Demand for this type of International Dentist Degree Program is highest in centers with large immigrant communities. The majority of applicants to such programs are Canadian citizens. Last year there were 600 applicants for 60 places in similar programs nationwide. At the University of Manitoba, it is anticipated that enrolment would be four students in the first year of the program, six in the second and six every year thereafter.
2. The program is intended to provide for entrance to the third year of the University of Manitoba DMD degree. Dentists with non-North American qualifications would be selected through an intensive assessment process including university grades, completion of pre-requisite courses, reference letters, score on a specially designed test by the National Dental Examining Board of Canada, and standardized interview. It is believed this assessment will identify individuals with the greatest capability of completing their program in a timely manner.
3. After assessment, the program will address such issues as clinical techniques, North American protocols for patient record keeping, instrumentation and use of modern materials during a six week period before students enter the program proper.
4. The program is budgeted on a cost recovery basis. There will be no incremental demand on broader University of Manitoba resources. Physical resources appear to be adequate.

**Recommendation**

SPPC endorses and recommends THAT Senate approve the Faculty of Dentistry Proposal to introduce an International Dentist Degree Program.

Respectfully submitted,

Norman Halden, Chair  
Senate Planning and Priorities Committee

/jml

June 26, 2002

**Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2002-2003**

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**Preamble**

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found in Section 8.18 of the online *Senate Handbook* (2000).
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the lists of proposed courses and instructors as submitted by William and Catherine Booth College (WCBC), and Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2002-03.

**Observations**

1. **William and Catherine Booth College**

The attached list shows all cross-registered courses and proposed instructors as submitted by WCBC for the year 2002-03. Approval has been received from appropriate departments in the Faculty of Arts.

2. **Prairie Theatre Exchange**

Attached is a list of the courses and instructors submitted by the Prairie Theatre Exchange for cross-registration at the University of Manitoba for 2002-03. Approval has been received from the Department of English.

**Recommendations:**

The Senate Committee on Approved Teaching Centres recommends that Senate approve the Approved Teaching Centre instructors and courses listed in Appendix A of this report.

Respectfully submitted,

Professor B. Payne, Chair  
Senate Committee on Approved Teaching Centres

/jml

**Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.

Senate Committee on Approved Teaching Centres, June 26, 2002

## Cross-Registered Courses to be Offered at ATCs for 2002-03, with Proposed Instructors

U of M Dept, School or Faculty	Course No.	WCBC	PTE
Faculty of Arts			
English	004.126	Robert Smith, Ph.D.	
French, Spanish & Italian	044.118	Irene Raymond, M.A.	
History	011.135	Lloyd Penner, Ph.D.	
	011.136	Lloyd Penner, Ph.D.	
Philosophy	015.274	James Read, Ph.D.	
Psychology	017.120	Joseph Campbell, Ph.D.	
	017.346	Joseph Campbell, Ph.D.	
Religion	020.228	Gordon Harland, Ph.D.	
020.216.217 -	020.240	Roy Jeal, Ph.D.	
020.142 -	020.245	Cornelius Buller, Ph.D.	
	020.380	Donald Burke, Ph.D.	
	020.378	Roy Jeal, Ph.D.	
Sociology	077.120	Cheryl Albas, Ph.D.	
Theatre	154.217		Brian Drader/ Stephen Sim/ Cairn Moore/ Kelly Daniels/ Catherine Robbins/ Csilla Przibislawsky/ Andrea Silver/ Katherine Twaddle

	154.218		Brian Drader/ Stephen Sim/ Cairn Moore/ Kelly Daniels/ Catherine Robbins/ Csilla Przibislawsky/ Andrea Silver/ Katherine Twaddle
	154.249 <sup>1</sup>		

---

<sup>1</sup> Courses 154.217 and 218 are each made up of four segments of which students must complete two in order to obtain credit. If the workshops are completed in first term, the assigned course number is 154.217; if completed in second term, the course number is 154.218. In cases where workshops are completed in both first and second term, the students are granted credit in 154.249.



UNIVERSITY  
OF MANITOBA

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July 9, 2002

TO: Ms. Beverly Sawicki, University Secretary

FROM: Joanne C. Keselman, Vice-President (Research) *[Signature]*

RE: **Proposal to Establish an Endowed Chair in Rheumatology**

In accordance with Policy 428 *Chairs and Professorships*, a "Proposal to Establish an Endowed Chair in Rheumatology" for the Section of Rheumatology in the Department of Internal Medicine, Faculty of Medicine, was forwarded to the Senate Committee on University Research for recommendation to Senate. This proposal has been endorsed by Dr. Brian Hennen, Dean of the Faculty of Medicine and the Vice-President (Academic) and Provost.

The purpose of this chair is to enhance rheumatic and arthritis research within the Faculty of Medicine. The proposed chair will be funded through investment income from an endowment that has been established through successful fund-raising by members of the Faculty of Medicine. The amount of this fund is sufficient to support the establishment of this chair.

The proposal was considered at the June 19, 2002 meeting of the Senate Committee on University Research, at which time a motion to recommend to Senate the approval of the proposed chair was passed.

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

Thank you.

/tt  
encl.

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



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UNIVERSITY  
OF MANITOBA

Office of the President

May 29, 2002

UNIVERSITY OF MANITOBA

MAY 30 2002

OFFICE OF THE VICE-PRESIDENT (RESEARCH)

To: Dr. Brian Hennen, Dean  
Faculty of Medicine

From: Karen C. Ogden, Acting Vice-President (Academic) and Provost *KCO*

Subject: Endowed Chair in Rheumatology

I have now had an opportunity to review the proposal for the establishment of an endowed Chair in Rheumatology. I think it is an excellent proposal, and I am delighted to give it my full approval. Because the purpose of the chair is primarily research, I have copied Dr. Keselman on this memorandum so that she can tender the proposal to the Senate Committee on University Research for its consideration.

Congratulations to all those who have worked so hard to bring this proposal to fruition.

KCO/sc

~~cc.~~ Dr. J.C. Keselman



UNIVERSITY  
OF MANITOBA

Faculty of Medicine

May 22, 2002

Office of the Dean  
753 McDermot Avenue  
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Canada R3E 0W3  
Telephone: (204) 789-3557  
Fax: (204) 789-3928

To: Dr. Karen Ogden  
A/Vice-President (Academic)

From: Dr. Brian Hennen  
Dean, Faculty of Medicine

Re: Endowed Chair in Rheumatology

On behalf of the Faculty of Medicine, I am submitting a formal proposal for the establishment of an endowed Chair in Rheumatology at the University of Manitoba.

Rheumatic and arthritic diseases are highly prevalent chronic disorders that are typically associated with progressive damage to musculoskeletal structures, particularly the joints and their surrounding soft tissues. Rheumatologists are highly trained physicians that specialize in the diagnosis, management, and investigation of rheumatic and arthritis diseases. In the last decade, a number of factors have combined to precipitate a severe shortage of rheumatologists in Canada.

The Faculty of Medicine would like to indicate its enthusiastic support for the endowed Chair in Rheumatology. The establishment of this Chair would make the Faculty and the University to become a focal point for rheumatic and arthritis research, and provide the needed resources and mentorship for the training of young physicians and investigators. It may also lead to the establishment of a Centre of Excellence in Rheumatology.

c.c. Dr. Joanne Keselman, VP(Research)  
Ms Elaine Goldie, VP (External Affairs)  
Dr. Dan Roberts, Head, Department of Internal Medicine

## PROPOSAL TO ESTABLISH AN ENDOWED CHAIR IN RHEUMATOLOGY AT THE UNIVERSITY OF MANITOBA

**TYPE OF APPOINTMENT:** Endowed Research Chair

### 1) PREAMBLE

#### *1.1 Rheumatic and arthritic diseases are an urgent healthcare priority*

Rheumatic and arthritic diseases such as rheumatoid arthritis (RA), osteoarthritis (OA), systemic lupus erythematosus (SLE) are collectively highly prevalent chronic disorders that are typically associated with progressive damage to musculoskeletal structures, particularly the joints and their surrounding soft tissues. This damage often leads to substantial functional loss and disability associated with enormous cost both to the individual and to society. In the case of multi-organ systemic inflammatory diseases such as SLE, life-threatening damage also occurs to internal organs such as the kidneys and the brain, resulting in considerable morbidity and early death.

A number of factors interact to make these disorders among the most urgent healthcare priorities our society faces. These factors include:

- high prevalence in our population: RA=1-2%, SLE=0.5%, OA=20-40%, etc.
- a young age of onset for the most destructive rheumatic diseases such as RA and SLE, typically during the productive, reproductive years.
- a high degree of genetic susceptibility in certain segments of the population such as aboriginal Canadians
- the life long nature of the diseases once they are established
- no known cause for most of the rheumatic diseases, including RA and SLE
- no definitive cure for any of the rheumatic diseases
- the anticipated aging of the population which will result in a dramatic increase in the prevalence of these conditions.

#### *1.2 The critical shortage in Canadian rheumatologists*

Rheumatologists are highly trained physicians that specialize in the diagnosis, management, and investigation of rheumatic and arthritis diseases. After full training and certification in the specialty of Internal Medicine, rheumatologists undergo a further 2-3 years of training in the field of rheumatology before being eligible for certification in this subspecialty. Individuals destined to become academic rheumatologists undergo further training to become investigators, either at the clinical, epidemiological, or basic science levels. These physician scientists and scholars are the life blood of the discipline serving to advance the science, as well as to mentor trainees and junior colleagues.

In the last decade a number of factors have combined to precipitate a severe shortage of rheumatologists in Canada. This shortage is particularly critical with respect to academic rheumatologists who work full time at University Centres, serving to train new generations of physicians. This shortage has been well documented in a recent publication (Hanly JG. "Manpower in Canadian academic rheumatology units: current status and future trends. Canadian Council of Academic Rheumatologists". Journal of Rheumatology. 2001 Sep;28(9):1944-51). Moreover, this problem will be further



exacerbated by the imminent retirement of a significant proportion of the Canadian academic rheumatology community.

### *1.3 Governments begin to respond to the challenge*

Recognizing the crisis both in rheumatology and in academic medicine in general, governments at the federal and provincial levels have begun to implement initiatives that will ultimately serve to entice and retain physicians, and stabilize the specialty. These initiatives include:

- establishment of a musculoskeletal Institute in the newly formed Canadian Institutes for Health Research (CIHR). This Institute will serve to fund musculoskeletal research in Canada at substantially higher levels than had been previously possible.
- establishment of a National Centre of Excellence (NCE) in arthritis research (Canadian Arthritis Network, CAN).
- Provincial programs in Manitoba have been put in place to remunerate low paying specialties such as Rheumatology at a more competitive level.

### *1.4 Why a Rheumatology Research Chair?*

Ironically, at a time when Canadian rheumatology manpower is at a critically low level, there have never been more opportunities for meaningful and productive research in the rheumatic and arthritic diseases. At the basic science level, the scientific world is literally undergoing a genomic and proteomic revolution, which promises to provide an unprecedented understanding of the biological basis of human diseases, and provide novel ways to detect and treat these diseases. In turn, the basic science discoveries are rapidly being developed into innovative therapies through effective collaborations between the biotechnology and pharmaceutical industries, academia, and practicing clinicians. National consortia are being established through CIHR, the Arthritis Society, and the CAN that aim to provide the skills and the infrastructure that is needed for effective collaboration between industry, academia, and clinicians. What is most needed is a steady stream of bright individuals who are willing to dedicate their careers to the investigation of rheumatic diseases and arthritis!

One of the most effective ways to achieve this goal is the establishment of a Research Chair in Rheumatology. This Chair would become a stable focal point for arthritis research in the Province, and provide the needed resources and mentorship for training young investigators, both at the PhD and MD, (and MD/PhD) levels.

### *1.5 Why a Rheumatology Research Chair at the University of Manitoba?*

The most obvious reasons for establishing a Rheumatology Research Chair have been alluded to above, and include on the one hand a national and regional shortage of rheumatologists, and on the other, the enormous opportunities available for research and innovation in the rheumatic and arthritic diseases. A number of other factors that are relatively unique to Manitoba are worthy of mention. These include:

- A stable population with a high prevalence and genetic risk for rheumatic and arthritic diseases. This is particularly fertile ground for epidemiological research in this area.

- A small, but highly dedicated, cadre of young academic rheumatologists at the University of Manitoba. These young physician scientists and scholars have almost all been trained in Manitoba, have acquired skills at other specialized Centres nationally and internationally, and have returned to pursue their careers at the University of Manitoba. Collectively, these individuals promise to provide the basis for a highly competitive and productive Centre of Excellence in Rheumatology.
- The availability of new, state of the art, research space and facilities at the Buhler Research Centre, which have been dedicated to the Rheumatic Diseases Research Laboratory. This laboratory, which was established in 1983, has long been a focus for productive collaboration between basic scientists and clinicians. Currently, the investigators in this laboratory are recognized nationally and internationally, and are well funded to perform highly innovative research in proteomics, cellular and molecular biology, and immunopathology. This environment not only provides a stable environment in which the research can occur, but also opportunities for interactions and collaborations with other local investigators whose research is focused on other health related problems.

## **2) PURPOSE AND OBJECTIVES OF THE ENDOWED RESEARCH CHAIR IN RHEUMATOLOGY:**

The University of Manitoba Chair in Rheumatology will provide leadership, scholarship, and mentorship in rheumatic disease research at the University of Manitoba. The specific objectives of the Chair include:

- The promotion of basic and translational research in the rheumatic diseases.
- The promotion of clinical, epidemiological, and outcomes research in the rheumatic diseases.
- Enhancement of the competitiveness of University of Manitoba rheumatic disease investigators at national and international peer-reviewed funding agencies such as CIHR and NIH.
- The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote research in the rheumatic diseases at the University of Manitoba
- The provision of mentorship and opportunities for young investigators embarking on careers focused on research in the rheumatic diseases.

## **3) RELATIONSHIP TO THE PROPOSING UNIT:**

The Faculty of Medicine and the Department of Internal Medicine at the University of Manitoba have a major academic commitment to achieving the highest level of excellence in rheumatic disease research. Moreover, there exist within the Faculty of Medicine a number of excellent opportunities for state-of-the-art collaborative research between basic and clinical investigators focused on inflammatory and immune mediated disorders. The proposed Chair would serve to enhance research activity in the rheumatic diseases and, in doing so, the overall research profile of the Department of Internal Medicine and the Faculty of Medicine.

- The enhancement of basic, translational, clinical, epidemiological, and outcomes research in the rheumatic diseases will allow the Section of Rheumatology to

meet its academic objectives of achieving excellence in arthritis and rheumatic disease education, care, and research

- In providing mentorship for young investigators, the Chair will promote the growth of academic and clinical rheumatology in Manitoba and help alleviate the huge national shortfall in this area (documentation).
- The promotion of research excellence in Rheumatology is highly congruent with the academic mission of the Department of Internal Medicine and the Faculty of Medicine at the University of Manitoba.

The Chair will support an individual scientist by providing salary and operating funds to pursue independent research in arthritis and the rheumatic diseases. This support will allow the recipient to maximize his/her research activity and effectiveness, as well as lead research activity in the Faculty in this strategically important area. Excellence of the candidate will be the first priority.

#### **4) FUNDING METHOD**

Through the tireless efforts of a number of individuals, particularly Dr Janice Canvin of the Section of Rheumatology, over \$2M have been committed to establish an endowed Chair in Rheumatology. The sources of this funding have included generous gifts from two major pharmaceutical companies, a number of private donors, the Arthritis Society of Manitoba, and the Department of Internal Medicine. Continued interest in this exciting project promises to increase the endowment to the \$2.5-3M mark in the foreseeable future. It is anticipated that funding of the Chair would be from the interest accrued on this endowment.

The revenue generated from this fund will support the salary and benefits of the appointee as well as an appropriate level of unrestricted research support for the Chair. In addition, opportunities to leverage these funds will be explored through programs offered by the Canadian Institutes for Health Research, the Arthritis Society, and the Canadian Arthritis Network.

#### **5) ACADEMIC QUALIFICATIONS:**

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, Policy 428, individuals appointed to the Chair in Rheumatology will have the following qualifications:

- Canadian citizen or permanent resident.
- Rheumatologist, MD or MD/PhD
- Holding a current academic appointment at the rank of Professor.
- History of excellence in rheumatic disease research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants and contracts.
- History of mentoring junior colleagues and investigators
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

**6) TERM OF APPOINTMENT:**

The initial term of the appointment will be five years. The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the Faculty of Medicine's research strategy, such a review to be carried out during the fourth year of the term.

A successful performance review will provide evidence of the following:

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

**7) OTHER PROVISIONS:**

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

## REPORT OF THE SENATE COMMITTEE ON NOMINATIONS

### Preamble

1. Since last reporting to Senate, the Senate Committee on Nominations (SCN) met on Thursday June 13, 2002 to consider nominations to fill vacancies on the standing committees of Senate.
2. The terms of reference for the SCN are found in Section 8.31 of the *Senate Handbook* (Online version).

### Observation

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

### Recommendation

The SCN recommends to Senate the following list of nominees:

Committee	Nominees	Faculty/School	Term Ending
Senate Committee on Academic Computing	Prof. B. Luterbach	Continuing Education	31.05.04
Senate Committee on Academic Freedom	Prof. N. Subotincic	Architecture	31.05.05
	Prof. R. Roy (R) <sup>1</sup>	Social Work	31.05.05
Senate Committee on Academic Review	Dean J. de Vries (R)	Dentistry	31.05.05
	Dean D. Witty	Architecture	31.05.05
Senate Committee on Admissions	Prof. J. Whiteley	Arts	31.05.05
	Dean D. Hrycaiko (R)	Phys. Ed.	31.05.05
	Prof. S. Gessler	Nursing	31.05.05
	Dean J. Wiens	Education	31.05.03
	Prof. L. Wallace	Continuing Education	31.05.05
Senate Committee on Admission Appeals	Prof. R. W. Menzies (R)	Engineering	31.05.05
	TBA		31.05.05
Senate Committee on Animal Care	Mr. B. Thomas (R)	Outside Community Member	31.05.04
	TBA		31.05.05
	TBA		31.05.05
Senate Committee on Appeals	Prof. C. Mossman		31.05.05
	TBA		31.05.03
	TBA		31.05.05

<sup>1</sup> R= Re-appointment

Committee	Nominees	Faculty/School	Term Ending
Senate Committee on Awards	Prof. B. Fergusson	Arts	31.05.04
	Prof. B. Baydack (R)	NRI	31.05.05
	Prof. D. Punter (R)	Science	31.05.05
	Prof. A. Louka	Dentistry	31.05.04
Senate Committee on Curriculum and Course Changes	Prof. J. Cooper (R)	Medicine	31.05.05
	Prof. D. Stewart	Arts	31.05.04
	Prof. J. Bond (R)	Human Ecology	31.05.05
	Prof. H. Davidson	Continuing Education	31.05.05
Senate Committee on the Ethics of Research involving Human Subjects	Prof. M. Thomas (R)	Arts	31.05.05
	TBA		31.05.05
Senate Committee on Instruction and Evaluation	Prof. L. Secco	Nursing	31.05.04
	Prof. S. Arntfield (R)	Agriculture & Food Sciences	31.05.05
	TBA		31.05.03
Joint Senates Committee on Masters' Programs	Prof. D. Stewart	Arts	31.05.05
	Prof. T. Secco (R)	Science	31.05.05
	Prof. M. Brabston (ALT) <sup>2</sup>	Management	31.05.05
	TBA (ALT)		31.05.05
Senate Committee on the Libraries	Prof. S. Lavigne	Dentistry	31.05.05
	Prof. W. Diehl-Jones	Nursing	31.05.05
	TBA		31.05.05
Senate Committee on Medical Qualifications	Prof. G. Bristow (R) (Prof. B. Hennen when Prof. Bristow is on leave)	Medicine	31.05.05
	Prof. S. Barakat (R)	Medicine	31.05.05
	Prof. A. Chochinov (R)	Medicine	31.05.05
	Prof. B. Kvern	Medicine	31.05.05
	Prof. B. Pope	Registrar, College of Physicians & Surgeons	31.05.05

<sup>2</sup> ALT= alternate. To be called if core members are unable to attend.

Committee	Nominees	Faculty/School	Term Ending
Senate Planning and Priorities Committee	Prof. N. Halden (R)	Science	31.05.06
	Prof. A. Angel (R)	Medicine	31.05.06
	Prof. A Tate	Architecture	31.05.06
	TBA		31.05.06
Senate Committee on Rules and Procedures	Prof. T. Secco (R)	Science	31.05.05
	Prof. J. Long (R)	Education	31.05.05
Senate Committee on University Research	Prof. D. Barber	Arts	31.05.05
	Prof. P. Cattini	Medicine	31.05.05
	Prof. K. Grant (R)	Arts	31.05.05
	Dean D. Ruth (R)	Engineering	31.05.05
	Prof. J. Davies	Medicine	31.05.05
	TBA		31.05.05
UDC Nominating Committee	Prof. N. Hunter (R)	Science	31.05.05
	Prof. B. Watts (R)	Human Ecology	31.05.05
	Prof. T. Hogan (R)	Management	31.05.05

Respectfully submitted

B. Dronzek, Chair  
Senate Committee on Nominations

mms

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




UNIVERSITY  
OF MANITOBA

Asper School of Business  
Faculty of Management

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## MEMORANDUM

DATE: May 6, 2002  
TO: Bev Sawicki, Secretary of Senate  
FROM: Jerry Gray   
SUBJECT: L. A. H. Warren Professorships

In 1986, The Dr. L.A. H. Warren Chair in Actuarial Science Endowment Fund was established through the generosity of several of Canada's major insurance companies. Since 1997, Professor Mike Byrne, F.S.A., has occupied the Chair on an interim and half-time basis. The Fund is now fully endowed (approximately \$3M) and an active, world-wide search for a qualified individual has been ongoing for two years. The Search Committee has been unable to find a suitable candidate and, primarily due to a severe shortage of academics in the area, believes it is unlikely that we will be able to attract a candidate in the near future.

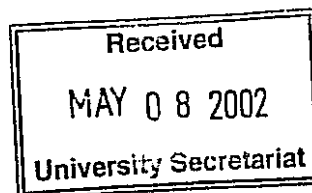
In view of our unsuccessful efforts to fill the Chair, The Warren Chair Fund Committee (of which I am Chair) has proposed that as an intermediate strategy, the Chair be divided into two Professorships for a five-year period. One Professorship would be awarded to an existing faculty member (an Associate Professor with Tenure), and the second would be awarded to an individual recently hired for a tenure-track position in actuarial science. It is the Committee's intention that after the five-year period, the L.A.H. Warren Chair will revert to its original terms of reference and a search will be conducted to find a qualified individual.

The Committee has surveyed the eight major donors to the Chair and they support the temporary change in the terms of reference for the L.A.H. Warren Chair Endowment Fund.

I would appreciate it if you would take this proposal to the appropriate Senate Committees for approval. Please let me know if you require additional information.

JLG:ms

The Senate Executive Committee endorses  
the report to Senate.







UNIVERSITY  
OF MANITOBA

Office of the President

June 12, 2002

To: Ms. Beverly Sawicki, University Secretary

From: Karen C. Ogden, Acting Vice-President (Academic) and Provost *KCO*

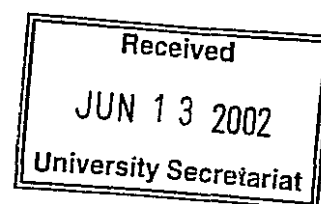
Subject: L.A.H. Warren Professorships

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I write in response to your memorandum to Dr. Keselman and me with regard to the proposal from Dean Gray of the Asper School of Business to divide the Warren Chair in Actuarial Science into two Professorships for a five-year period. Given the difficulty the School has had in finding an appropriate Chair and given the support of the eight major donors, the proposal makes good sense, and I, too, support it.

KCO/sc

cc. Dr. Joanne Keselman



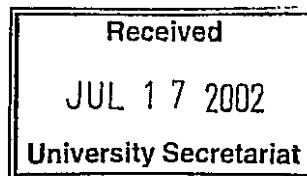


UNIVERSITY  
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July 17, 2002



TO: Ms. Beverly Sawicki, University Secretary  
FROM: Joanne C. Keselman, Vice-President (Research) *[Signature]*  
RE: L.A.H. Warren Professorships

This memo is in response to your request for comments on the proposal from Dean Gray of the Asper School of Business regarding the division of the Warren Chair in Actuarial Science into two Professorships for a five-year period. I support this proposal as an interim strategy.

JCK/tt

c.c. Prof. K. Ogden