

AGENDA

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Faculty Council of Graduate Studies Page 17
2. Proposal for a Certificate in Applied Management:
Specialization in Records and Information Management Page 21

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards -Part A Page 91

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 14, 2003

VII BUSINESS ARISING FROM THE MINUTES

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

1. Report of the Senate Executive Committee Page 102
2. Report of the Senate
Planning and Priorities Committee

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

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

1. Report of the Senate Committee on
Approved Teaching Centres Page 103

2. Report of the Senate Committee on Nominations

This report will be available at the Senate meeting.

3. Report of the Senate Committee on Awards Part B

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X ADDITIONAL BUSINESS

1. Report of the Strategic Planning Committee

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XI ADJOURNMENT

Please Call Regrets to 474-6167.

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UNIVERSITY
OF MANITOBA

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Faculty of Graduate Studies

Professor Anthony S. Secco
Acting Dean

500 University Centre
Winnipeg, Manitoba
CANADA, R3T 2N2
Phone: (204) 474-9887
Fax: (204) 474-7553

E-Mail: secco@ms.Umanitoba.ca

MEMORANDUM

May 22, 2003

To: Mr. Jeff LeClerc, University Senate Office 310 Administration
From: Dr. Anthony Secco, Acting Dean, Faculty of Graduate Studies
Subject: MOTIONS FROM THE FACULTY COUNCIL COMMITTEE OF GRADUATE STUDIES:

The following motion was passed at our Faculty Council meeting on May 21, 2003:

For Approval:

MOTION THAT the course proposals/modifications/deletions in the Faculty of Engineering be forwarded to Senate for approval.

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC made the following recommendation regarding the deletion and introduction of graduate courses in the Faculty of Engineering.

Observations

1. There are two courses to be deleted and three courses to be introduced in the Department of Civil Engineering.
2. Statements of Library support for the proposed courses indicated that the Libraries' journal collection was inadequate. The professor proposing the courses indicated that textbook readings and reserve material (from his personal library) would suffice for most students. FGS received a statement from the Head of Civil Engineering indicating his support of the course and the professor's comments on the Statement of Library support. The Professor also indicated that he would recommend to the department the reinstatement of the ASCE Journal of Geotechnical and Geoenvironmental Engineering.
3. There is one course to be deleted and one course to be introduced in the Department of Mechanical and Industrial Engineering, which approved the course changes.
4. There is one course to be introduced in the Department of Biosystems Engineering, which approved the course introduction.
5. There is one course to be introduced in the Department of Electrical and Computer Engineering, which approved the course introduction.
6. There is one Faculty-based course to be introduced in the Faculty of Engineering. The course is interdisciplinary in nature and will be of interest to all graduate students in Engineering.
7. Statements of Library support for the proposed courses (observations 3, 4, 5 and 6) indicated that the Libraries would be able to support the courses.
8. The Faculty of Engineering approved all of the above course changes.
9. Reasons for the course changes accompany the course numbers and titles below.

Recommendation

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

CIVIL ENGINEERING

Courses to be deleted:

023.727 Rock and Soft Ground Tunnelling (3)
023.716 Geotechnical Aspects of Environmental Impact
Assessment (3)

ELECTRICAL AND COMPUTER ENGINEERING

Course to be introduced: 024.7xx Power System Analysis (3)
Power system operation; load flow analysis; transient stability modeling and simulation using the classical model; detailed machine models for transient stability analysis, modeling of exciters, governors, and FACTS devices for transient stability analysis; methods of transient stability analysis; voltage stability concepts and assessment.

Reasons for the introduction: Will be beneficial to students who wish to work in the power industry and provide the foundation for those who wish to do research in power stability and control. Presently there is no graduate course in the department covering such topics.

Net Change: +3 Credit Hours

BIOSYSTEMS ENGINEERING

Course to be introduced: 034.7xx Materials Incorporation into Soil (3)
Types and characteristics of agricultural materials; solid and liquid waste (including manure) incorporation; crop residue incorporations, seed placement; chemical incorporation; methods and equipment; performance evaluation; measurement technique.

Reasons for the introduction: Demand is driven by a rapidly growing industry. Content of the course is not currently offered.

Net Change: +3 Credit Hours

FACULTY OF ENGINEERING

Course to be introduced: 130.7ed The Engineering Design Process (3)
Consideration of the Engineering Design process and the logic upon which it is based. Explores both the history and possible future directions of the process from technical, social and environmental points of view.

Reasons for the introduction: The course will provide students who have technical background based on program specific competence with an opportunity to think beyond the limitations imposed by that foundation. They will be encouraged to use the course material to develop their definition of "their" personal design philosophies.

Net Change: +3 Credit Hours

Approved by the Faculty Council of Graduate Studies May 21, 2003

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

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

Course to be introduced: 023.7xy Geotechnical Design with Geosynthetics (3)
Properties and test methods of geosynthetics (i.e., geotextiles, geogrids, geomembranes, geonets and geocomposites); functions of geosynthetics (separation, reinforcement, filtration, drainage and containment); design of reinforced soil structures (retaining walls, slopes, embankments and unpaved roads); design of filtration and drainage works; design of lined waste containment facilities; case histories.

Course to be introduced: Environmental Geotechnology (3)
Application of geotechnical engineering solutions to environmental problems. Physical-chemical principles of clays, clay mineralogy; influence of pore fluid chemistry; engineering behaviour of compacted clay soils; coupled fluid flow; geotechnical aspects of waste disposal/storage; design, construction and maintenance of tailing dams, ponds, sewage lagoons and landfills.

Course to be introduced: 023.7xz Soil/Ground Improvement Techniques (3)
Analysis and design of mechanical and chemical treatment techniques commonly applied to problem foundation soils for civil engineering structures. Mechanical modification; hydraulic modification; modification by admixtures; modification by reinforcement and confinement; in-situ evaluation of soil improvement and monitoring.

Reasons for the Course changes: The courses will be delivered by a new staff member with interests and expertise in this area. They will be introduced as geotechnical electives in the graduate program in geotechnical engineering.

Net Change: +3 Credit Hours

MECHANICAL AND INDUSTRIAL ENGINEERING

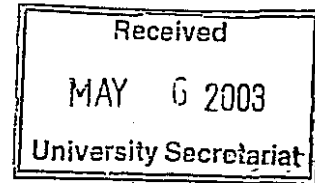
Course to be deleted: 025.786 Turbulence Measurements (6)

Course to be introduced: 025.7xx Experimental Methods in Fluid Mechanics (3)
Topics will be chosen from: Review of fluid mechanics, combustion and turbulence theory; role of experiments; conventional measurement methods for temperature, pressure and velocity; laser-based techniques for local and global velocity measurements (Laser Doppler Anemometry (LDA), Phase-Doppler Anemometry (PDA), Particle Image Velocimetry (PIV)); other laser-based techniques for imaging and concentration measurements in reacting and non-reacting single and two-phase flows.

Reasons for the course changes: The existing course 025.786 deals with experimental methods applied to turbulence measurements. There is a great demand for an extension of the topics covered in 025.786 to cover more of the measurement methods applied to the general area of fluid mechanics.

Net Change: -3 Credit Hours

Memorandum



To: Beverly M. Sawicki, University Secretary
From: Anne Percival, Dean, Continuing Education Division
Date: 5/1/03
Re: **Certificate in Applied Management: Specialization in Records and Information Management (RIM)**

Attached is the Proposal for a Certificate in Applied Management: Specialization in Records and Information Management (RIM) approved at CED Council meeting of March 26, 2003 for concurrence without debate at the next meeting of Senate Executive (June 11, 2003). The Chair of the CED Program Review Committee, Dr. Bill Kops and/or the developer of the proposal, Dr. Howard Davidson, will be prepared to attend the meeting of Senate Executive to speak to the proposal.

/sb

cc: Bill Kops, Howard Davidson

**Covering Checklist for a Certificate Proposal forwarded to Senate
for Concurrence without Debate**

Name of Proposed Certificate: Certificate in Applied Management: Specialization in
Records and Information Management (RIM)

Sponsoring Unit: Continuing Education Division

Date of Unit Council Approval: March 26, 2003

In the development of this proposal:

1. Were the following Units consulted?

- | | | |
|---|---|-----------------------------|
| a) Information Services and Technology? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) Libraries? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) Other Academic Units? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

*The answer to each of the above questions must be yes. All relevant letters of support must be included with this checklist.

2. Does this Certificate proposal meet the following criteria, as set out in the Taxonomy on Non-Degree Programs?

a) Is the proposed Certificate program comprised of not less than 180 contact hours and not more than 400 contact hours?

☒ Yes ☐ No

b) Are the admission requirements for the proposed certificate the same as those for university entrance?

☒ Yes ☐ No

c) Will at least 50% of the instructional contact hours be delivered by the University of Manitoba?

☒ Yes ☐ No

d) Are transfer of credit guidelines clearly articulated in the proposal?

☒ Yes ☐ No

* The answer to each of the above questions must be yes.

A copy of the formal proposal must be included with this checklist.

Certificate in Applied Management—Specialization in Records and Information Management

Formal Proposal

1.0 Program description

1.1 Title of the proposed program

Certificate in Applied Management—Specialization in Records and Information Management

1.2 Type of credential proposed

A certificate.

1.3 Is this a new program or major revision to an existing program?

New program.

1.4 A brief description of the program and rationale for the selected credential

The Certificate in Applied Management—Specialization in Records and Information Management (CAM-RIM) requires completion of 216 contact hours consisting of five required courses and one elective. The required courses are:

Two specialized courses

Records and Information Management: The Records Continuum

Strategic Information Management

Three core management courses

Essentials of Management

Using Accounting Information

Organizational Behavior,

Or

Managing the Human Resource Function;

One elective from the following options

Managerial Communications,

Management Information Systems

Flexible Study (i.e., the equivalent of 36 contact hours credit for seminar, practicum or related studies approved by the Program Director)

Records and Information Management: The Records Continuum is prerequisite to *Strategic Information Management*. Both specialized courses must be completed before the student registers in the core management and elective courses. The core and elective courses may then be taken in any order.

The specialized courses (i.e., *Records and Information Management: The Records Continuum*, *Strategic Information Management*) form a Letter of Accomplishment in Records and Information Management. Students may hold both the Letter of Accomplishment and The Certificate in Applied Management—Specialization in Records and Information Management.

The specialization involves 216 contact hours of formally evaluated and graded nondegree courses that meet the University's requirements for a certificate program. The certificate is a comprehensive program that enables students to relate specialized studies in records and information management to generic management knowledge and skills.

1.5 Academic unit within the Division proposing the program Management, Professional and Community Programs

1.5.1 Other academic units within the University or external agencies that are partners to this proposal and the roles, responsibilities, and expectations of these partners in the development and delivery of the proposed program.

The local chapter of the Association of Records Managers and Administrators (ARMA) supported the development process by having several members, including its president, on the advisory and working groups. ARMA will participate on the advisory committee, advise the Program Director on suitable instructors and instructional resources for the specialized courses, and promote the program among its members.

The University of Manitoba Archives & Special Collections, the head of the master in archival studies (Department of History), the Provincial Archivist, Province of Manitoba, and community leaders in government and the private sector also participated actively in developing the program and will participate on the program's advisory committee. Through the program's advisory committee the Continuing Education Division will receive ongoing consultation with these partners, especially in promoting the program and keeping content of the specialized courses and the selection of elective options current; however, the Division assumes full responsibility for all aspects of the development and delivery of the proposed program.

1.5.2 Role of the Program Director submitting the program proposal

The Program Director is responsible for all aspects of program quality, including the program's design, delivery, evaluation, budget, marketing, and all matters concerning program requirements and instructional quality.

1.5.3 Name of Program Director submitting the program proposal

Dr. Howard S. Davidson, Program Director

1.6 Is the program intended to be ongoing or one that will be offered for a limited period of time?

The program is intended to be ongoing.

2.0 Needs Assessment

2.1 Assessment or consultation process used to identify the intended audience, their educational needs, their demand for the program, and potential supports and barriers to participation. Explain why this method was selected and what method was used to ensure that the information collected is credible.

Discussions with key informants, a brief survey and presentation, and review of programs at other universities are the methods used to define the intended audience, their educational needs, program objectives, and program design

The Director spoke with the president of ARMA's local chapter and the head of the masters in archival studies program at the University of Manitoba to get a list of key informants interested in discussing educational needs in RIM. The advisory committee created from their recommendations was later expanded to include more participation from the private sector. These key informants identified the target audience, their educational needs, program objectives, and a program design to meet these objectives. Appendix A lists committee members.

Following each advisory committee meeting the discussion was summarized and returned to the committee for confirmation. These summary notes were used to clarify the target audience, its educational needs and program objectives. A working group was struck with four members from the advisory committee (See Appendix A). The working group used this information to design the program.

Information collected from the advisory committee was used to prepare a presentation to ARMA members in November 2001. A short survey was distributed at this presentation. The Director also scanned related programs in RIM at other post secondary institutions and contacted their program directors for market information. The following ARMA publications were reviewed:

- *RIM Competency Requirements: A Baseline for Education,*
- *Bachelor's Degree Model Program for Records/Information Management,* and
- *course outlines for A Home Study Course Offered by ARMA International.*

Feedback on the presentation and survey, program descriptions and market information from other institutions, and contents of the ARMA publications create a consistent description of the target audiences, their educational needs, and market demand.

2.2 Characteristics of the intended audience, including its size, educational level, and employment factors related to the audience, and potential supports for and barriers to participation.

2.2.1 Characteristics of the intended audience

The intended audience may be segmented into junior level, mid-level, and senior level managers, however, in practice one individual may perform junior and mid-level management responsibilities. The CAM-RIM is designed primarily for mid-level managers and junior level managers seeking to upgrade their management knowledge

and skills. Senior level managers may show some interest in the certificate but are not the intended audience. Market features of the intended audience are:

Technicians/junior-level administrators:

- Emphasis is on the practical, hands-on skills of implementing an organization's RIM procedures
- Described as technical, suggesting little or no responsibility for defining policies/procedures
- May monitor staff compliance with RIM policies
- May be a specialized position or held in combination with other responsibilities
- Entry-level or career position
- Largest audience. Turn-over is common
- Since it may be the only RIM position in an organization, the responsibilities blur into the next level. This creates the undesirable potential for RIM to become a technical function
- Educational level is typically high school, perhaps some post secondary education. No prior training in RIM is common

Mid-level managers:

- May perform technical functions, however, the emphasis here is on managing an organization's RIM policies and procedures
- May contribute to planning and organizing RIM systems and setting policy
- Responsible for monitoring/control and evaluation
- Smaller audience than the junior-level position.
- Could be the most senior RIM position in an organization. Therefore, the mid-level manager may be responsible for knowing and meeting legislated requirements, budgeting, and facilitating the interface between RIM and archiving.
- May be a tendency for positions to become a technical function
- Educational level is typically high school and post secondary education, including degrees and college diplomas; however, formal training in RIM cannot be assumed

2.2.2 Market size

The largest sector of this market is the junior level positions. Therefore, the decision was made to develop a Letter of Accomplishment aimed at junior and mid-level positions and utilize the CAM-RIM to teach broader managerial knowledge and skills to mid-level managers and individuals aspiring to these positions. The survey of local ARMA members does not provide a good sense of market size since we had only 13 replies.¹ All but 2 responses were from junior and mid-level positions, and all expressed a need for quality, comprehensive education. Both junior and mid-level managers expressed an interest in the certificate.

¹ The survey (See Appendix B) was distributed at the November meeting of ARMA's local chapter. This was not a good time of year to distribute a survey. A second survey was not mailed to control costs and because results from the small survey confirmed advisory committee input.

A quantitative estimate may be derived from participation and completion rates at other Canadian universities. The University of Toronto delivers its Basic and Intermediate level certificate programs in Ottawa and Toronto. The Ottawa sections are filled at 25 registrations, and there is a waiting list. The Toronto sections get slightly fewer participants. The program director describes the market as strong and growing. Of course, Manitoba has a much smaller population; also, Ottawa would have the greatest demand in the country. A better comparison may be Cambrian College. For 2002/03 the diploma program, which houses courses in RIM, admitted 31 new students. The program began with this number in 1995, remained constant for a few years then registrations declined to 12 for two years. Recently, it has operated at 30 to 31 and is described by its program director as growing. Most students are looking for a career change.

Several on-line programs (See item 3.6.1) may create competition for this program; however, the advisory committee believes the local audience prefers an on-site, university based program. Moreover, the strength of local expertise suggests Manitoba is in an excellent position to support a state-of-the-art program that can compete successfully with other providers. Evidence for this is the positive response to a new blended study basic course developed by MPCP, *Fundamentals in Records and Information Management* that competes with a foundations course offered on-line by the University of Toronto.

With strong support from local experts, leaders in the private and public sectors, and effective marketing the program may see five or six of the students who complete the Letter of Accomplishment may go on to complete the CAM-RIM. Changes in technology, legislation and organization requirements that translate into greater demand for managerial knowledge and skills among records and information managers should create a steady increase in the number of students who seek the certificate.

Since this program requires no new course sections for all courses in the program, this small market can be sustained without additional costs. A larger market for the certificate depends on the Manitoba program becoming a centre of excellence for RIM education and the impact political, technological, and social changes have on how the private and public sectors value RIM education.

The current market may prove too small to sustain the specialized courses. In this case the advisory committee would meet to examine university courses delivered on-line (e.g., see item 3.6.1) that meet the objectives for the specialized courses in this program. The Program Director would negotiate with the providers of these courses to recognize them for credit in CAM-RIM in place of the two specialized courses. Alternatively, the specialized courses could be offered on a rotational bases (e.g., every two years).

In this arrangement, students would transfer the on-line course credits into the CAM-RIM following procedures stated in the Division's transfer credit policy. Since the core and elective courses would be completed at the University of Manitoba, students would meet the 50% residence requirement of the University's non-degree credential taxonomy.

2.2.3 Barriers to participation

The principle barrier is the misconception that RIM is a technical function, rather than the management of valuable corporate/public assets. A number of factors are changing this perception. These include new legislation on privacy, access, and electronic records (e.g., FIPPA); the exponential growth and complexity of electronic records; the introduction of e-commerce and e-government; and a growing awareness in the public and private sector about the need for a managerial perspective toward RIM. The advisory committee believes change is imminent; however, it is difficult to predict the impact this change will have on participation.

Time to take courses was mentioned in the local survey as a factor; thus the Letter of Accomplishment was created for those individuals who will not be able to complete the full certificate. Survey respondents and the advisory committee thought employers would support certificate training for mid level managers. Tuition fees were not identified as a significant issue.

2.3 Referring clearly to data from the consultation process, identify discrepancies between the audience's current educational capabilities and desired capacities. Distinguish between the discrepancies identified by potential learners and by key informants. Describe limitations on the ability to identify educational needs and market demand. How will these limitations be addressed during the early delivery process?

According to the advisory committee needs vary depending on the intended audience, although the frequent overlap in positions and the absence of a senior manager in many organizations blurs distinctions between responsibilities and educational needs. In a summary report to the advisory committee, the following program needs were identified.

- Significantly improve/professionalize RIM at all levels within the private and public sectors (e.g., standards of good practice) and attract new people to the field;
- Create greater awareness among the business community about the roles and responsibilities of good records managers and the benefits of best practices to managing valuable assets in order to promote compliance with legislation, and avoid unfavorable audits, mismanagement, and harm;
- Define records and information managers' roles and responsibilities, staffing requirements, and qualifications;
- Create more efficient and economical management of government and corporations, support for "learning organizations", and knowledge management;
- Respond to trends in legal requirements, societal expectations, information technologies (i.e., electronic communication), and archiving which give RIM a growing importance and complexity in the public and private sectors;
- Raise the competence of practicing records and information managers to improve their performance and to raise their awareness of larger, policy and management related issues: access, privacy and security, copyright, electronic records,

networks, e-commerce, and corporate-wide knowledge management of all information in all media;

- Establish a comprehensive, university-based program for mid-level records and information managers that raises capabilities beyond practical skills by promoting an understanding of legal, financial, managerial, technological, and archival issues related to best practices.
- Engage in experience-based, evaluated activities that build confidence and assess the student's ability to apply a managerial perspective to practical skills;
- Understand the broad scope of the profession;
- Learn basic management and information management;
- Have basic/practical/applied RIM training in all information media regardless of physical form or characteristics;
- Understand the professional discipline of RIM and the tools needed for the implementation of sound RIM programs within the student's organization;
- Demonstrate professional knowledge and skills related to RIM through a directed educational program;
- Provide a basic understanding of RIM concepts (i.e., scope of practice, components and interrelationships);
- Ensure that a RIM curriculum is pitched at a level that does not reproduce the perception that RIM is a "filing job".
- Provide a designation that would become the accepted educational standard in the field for records managers, with the masters program in archival studies training strategic leaders;
- Coordinate education offered by multiple providers so new programming adds depth and breadth to what currently exists instead of duplication;
- Work collaboratively with ARMA to incorporate their training in a university-based program aimed at entry and mid-career RIM professionals;
- Establish a clear distinction between the level of education offered by the masters program in archival studies and the education offered through a certificate program.

In the local survey junior and mid level positions described their educational needs as:

- Basic computer knowledge
- Keeping up with the newest technology of RIM
- Developing a knowledge of electronic records management
- Learning how to set policy for RIM
- Learning how to set up a proper storage area
- Knowledge of microfilm management
- Understand retention management
- Learn how to manage and control the growth of paper and electronic records

Predictably, the program needs identified by the advisory committee reference contextual, long term conditions affecting the field of practice. Leaders see these needs emerging as they view major trends affecting the field and their familiarity with the

discourse. Junior and mid-level positions tend toward a more technical focus. That said, one can also see considerable common ground. The most obvious is the need for managing electronic records and realizing the importance of a broader (in contrast to a technical) perspective.²

The working group used a list of program needs compiled from the input of the advisory committee, the survey, and an extensive list of competencies derived from *RIM Industry Competency Requirements: A Baseline for Education* published by ARMA International to develop course outlines for the specialized courses.

3.0 Design and Delivery

3.1 Method used to develop the program and course and reason for this approach.

Section 2.1 describes the method used to identify the target audience, its educational needs, program objectives, and program design. Information generated by the advisory committee, program descriptions at other post secondary institutions, the publications referenced in section 2.1, and course outlines and textbooks were used by a working group to construct the specialized courses and program design.

This approach was preferred by the Program Director because a number of key issues identified in the needs assessment process were complex and required an intimate knowledge of the field of practice (e.g., significance of electronic records management, current legislation and societal factors impacting on demand for RIM education, and overlap among records and information managers' positions, responsibilities, and abilities). The working group was able to deal with these issues and balance educational needs with market demand.

The working group completed the specialized course descriptions, objectives, admission requirements, instructional resources; and assignment guidelines. They recommended the elective options and reviewed the core management courses to ensure that the CAM program is appropriate for teaching management skills and knowledge to this field of practice. They reviewed the formal proposal before submitting it to the advisory committee, which suggested revisions prior to submitting the proposal to the Continuing Education Division for approval.

3.2 Program structure and objectives including course/module titles, descriptions, contact or equivalent hours, required and elective courses, prerequisites, and expected course progression.

The CAM-RIM enables individuals with experience and those new to the field to raise their qualifications by learning to perform more analytical and interpretive records and

² While practitioners identified computer skills as a need, the advisory committee tells us that the level of skill required would normally be learned outside a program of this type. If this is a need, it is one that will diminish over time since individuals are not hired into positions without the necessary computer skills.

information tasks in all media, and to relate this learning to generic management knowledge and skills. The program is for individuals and organizations that recognize the importance of a managerial approach to records and information management that includes an understanding the effects of legal, technological, and archival issues on both conventional and electronic records and societal expectations and economic conditions affecting trends in records and information management for business and government.

In addition to the two specialized courses, students complete three core management courses selected from those designed to increase their understanding of human behaviour in the workplace, essential management concepts, how accounting information is used and prepared, and managing the human resource function. They also complete one of three elective options that complement RIM skills: *Managerial Communications*, *Management Information Systems*, or *Flexible Study*, the equivalent of 36 contact hours credit in seminars, practica and other learning activities approved by the Program Director.

3.2.1 Program objectives:

- Learn best practices in records and information management
- Gain knowledge and skills required to manage an organization's records and information
- Prepare for rapid growth in records and information management driven by changes in legislation, technology, economic conditions, and societal expectations
- Prepare for advanced, continuous learning in strategic records and information management, information technology, archival issues, and management.

3.2.2 Course descriptions and contact hours

There are no new courses used in the program, therefore, no new course forms are required. The program consists of:

Required specialized courses

Records and Information Management: The Records Continuum 36 contact hours

This course is designed to provide an introduction to a broad scope of records and information management topics. Working from the perspective of the "records continuum", emphasis is placed on the value of sound information practices within an organization. All elements of records and information management are covered, from creation through maintenance and protection to final disposition.

Strategic Information Management

36 contact hours

Working from the perspective of strategic information management, this course prepares students for rapid growth in records and information management by promoting an understanding of external influences and trends in managing both paper and electronic records. In particular, students will achieve an advanced understanding of systems, processes, and issues in electronic records management. Students will explore the

relationships among records and information management, archival studies, information technology, and basic management principles that prepare them for further professional development

Prerequisite: Records and Information Management: The Records Continuum

The two specialized courses are prerequisite to the core management and elective courses.

Required core management courses

Essentials of Management

36 contact hours

This course provides an overview of a manager's roles and responsibilities and the key principles of effective management. It also examines current management challenges in the areas of human resources, operations, marketing and finance. Topics include leadership, planning and implementation, employee empowerment, continuous quality improvement and customer focus.

Using Accounting Information

36 contact hours

This is an introductory course designed to provide an understanding of how accounting information is prepared and used. This course covers financial and management accounting topics including: an introduction to the accounting and financial reporting process and an analysis of balance sheets and income statements; a study of cost behaviour, concepts and terminology, product costing and management, and estimation techniques; and the budgeting process.

And one of the following:

Managing the Human Resource Function

36 contact hours

This course introduces the strategic management of the human resource functions within various types of organizations. While taking into account recent changes in economic, social and legal environment, it examines the essential functions of recruitment, selection, performance management, training and development, health and safety, counseling, union/management relations and compensation.

Organizational Behaviour

36 contact hours

This course is designed to increase your understanding of human behaviour in the workplace. Topics include leadership, innovation, group dynamics and teamwork, problem solving, organizational structure and change management.

Elective options: One of the following:

Managerial Communications

36 contact hours

Your success in business depends heavily on your ability to communicate efficiently and effectively. By successfully completing this course, you will be familiar with key strategies and skills in effectively handling both oral and written business communication. Other topics include listening skills, resume and letters of application, and non-verbal communication.

Management Information Systems

36 contact hours

This course is designed to help students improve their understanding of information technology, its role in organizational performance and some of the critical management issues that surround its adoption and use. *Prerequisite: A general familiarity with microcomputers.*

Flexible Study (Elective option in the Certificate in Applied Studies—Specialization in Records and Information Management. The equivalent of 36 contact hours credit in advanced seminars in RIM offered through the University, other universities and professional associations. Seminars and related studies must be approved by the Program Director on the recommendation of the programs' advisory committee. Division policy on credit for seminar study applies.

3.2.3 Requirements, prerequisites and course progression

Records and Information Management: The Records Continuum is prerequisite to *Strategic Information Management*.

Records and Information Management: The Records Continuum and *Strategic Information Management* are prerequisite to the core management courses and the elective courses. Once the specialized courses are completed, the student may take the core and elective courses in any order.

Management Information Systems requires a general familiarity with microcomputers.

3.3 Rationale for the program structure and objectives outlined above. Explain how, and to what extent, it addresses the needs of the intended audience and obstacles to participation.

CAM-RIM is designed for mid-level managers, junior positions seeking career advancement, and for employers who want to increase the managerial capacity of their RIM employees. The articulation of the Letter of Accomplishment in Records and Information Management into the certificate enables individuals to choose this advanced management education after completing the specialized courses. The addition of *Management Information Systems*, *Managerial Communication*, or the *Flexible Study* electives further complements studies in the two specialized courses.

3.4 Teaching methods and delivery format. Use of flexible study methods and why such methods are/are not selected

Currently, the courses use conventional adult education instructional methods. A print-based distance education option is available for the core courses in the Certificate in Applied Management, but neither distance delivery nor alternative instructional methods are used in the two specialized courses and the elective course options.

The advisory committee discussed distance delivery, self-directed learning, and mentorships as methods for serving a wider target audience with appropriate instructional

objectives. The committee was of the opinion that these options were not appropriate for this target audience at this time

3.5 Location where the program will be delivered

The courses will be delivered on-site at the University of Manitoba Fort Garry and University of Manitoba Downtown campuses. The program may be delivered outside Winnipeg if sufficient registrations justify an off campus offering. The Certificate in Applied Management core courses are available through distance education.

3.6 Existing courses available elsewhere in the Division or University that could be used, or modified for use, in the program.

Management Information Systems and *Managerial Communications* are used in the Four year Certificate Program in Management and Administration (CIM). There are no degree courses available at the University of Manitoba that could be used or modified for use. With the exception of courses currently approved for exemption and substitute credit for the core management and elective courses, no existing courses available at the University of Manitoba will be used, or modified for use, in this credential.

3.6.1 Similar programs at other Canadian universities. Attach to the proposal the web page or calendar description of these programs.

There are a number of RIM programs and courses operating in Canada that are accredited by ARMA. The following exemplify these programs. It is noted where there is potential competition from these programs, especially those available on-line.

Records and information management courses are found in a number of degree and non-degree programs at colleges and universities. For example:

Fanshawe College (www.fanshawec.ca/Info_About_programs/Programs/pgm-Oae3.a) offers an Office and Administrative Studies program that includes a three credit hour course, *Introduction to Records Management*, in the third year.

Nova Scotia Community College (<http://access.nscs.ns.ca/core/ltpl07/Index.htm>) has two courses in RIM in their Library and Information Technology Diploma program. These courses are available on line through their Nova Scotia Community College Virtual Campus.

University College of the Fraser Valley (<http://www.ucfv.bc.ca/libtech/>) offers a RIM option in its Library and Information Technology program. While this option considers RIM generally, the focus is on responsibilities for library technicians.

The on-line program at Nova Scotia could compete with the proposed program. However, its focus on library and information technology suggests the competition would be minimal. Students who complete these and similar programs could apply for advanced standing in the program.

Red River College (<http://www.rrc.mb.ca/adassist/default.htm>) includes two courses in RIM in their Administrative Assistant and Library and Information Technology programs. The advisory committee is familiar with these courses. It is this technical approach to the field the proposed program seeks to avoid. Therefore, at best the Red River College courses may, in combination with considerable experience, qualify a student to challenge for credit *Records and Information Management: The Records Continuum*.

University of Toronto (<http://ce.fis.utoronto.ca/rm/index.asp>) offers a Basic Level Certificate and Intermediate Level Certificate each consisting of five modules taught over five days. The certificates are issued by ARMA. Courses are available on-line. This program may compete with the Letter of Accomplishment program but it does not offer generic management education.

Mohawk College (<http://www.mohakc.on.ca/dept/disted/courses/recmgt/recmgtnav.html>) The program includes 240 contact hours divided into six courses. All courses are available through distance education. Their *Records and Information Management Fundamentals* covers technical skills. The advisory committee will consider recommending the completed Mohawk program for credit against the specialized courses for the Certificate in Applied Management.

Chippewa Valley's

(<http://www.chippewa.tec.wi.us/dbapps/catalog/query/cert.idc?certcode=TC-107-6>) certificate is composed of 5 three-credit courses to equal 15 credits offered through print-based and on-line distance delivery. Currently, individuals in Manitoba register in this program, therefore, we anticipate some competition. These courses tend to be more technical skills based; however, students who complete the full certificate would be considered for advanced standing in the certificate program.

The Continuing Education Division's new blended learning course, *Fundamentals of Records and Information Management*, is a basic level course that covers technical skills. An individual who participated on the working group for this Letter of Accomplishment designed it. The course does not provide the managerial perspective of the specialized courses. It would be a "feeder" course into the proposed program

In addition to qualifying students to challenge for credit, the courses and programs listed above, and others brought to the Program Director's attention, may be considered for transfer credit (See Item 5.3).

3.7 Course outlines for any existing courses offered by the Division or the University that will be accepted for credit in this program

See Appendix B.

4.0 Resources

4.1 Teaching personnel required in the program and their availability

The active local ARMA chapter and the University's masters in archival studies create an intellectual centre for this field of study in Manitoba. Therefore, excellent instructional resources exist for the specialized courses. Qualified instructors are used in the core management courses for the Certificate in Applied Management and *Management Information Systems* and *Managerial Communications*.

4.2 Provisions for orientation, training, and instructor development

The program does not require special orientation or professional development. Instructors for the specialized courses will receive the MPCP's *Instructor Handbook* and will meet with the Program Director as part of their orientation. In addition, the instructors may participate in workshops, seminars, and courses offered through University Teaching Services and the Certificate in Adult and Continuing Education (CACE). The CACE courses are available free of charge to anyone teaching in programs managed by the Continuing Education Division.

4.3 Library resources to support the program

The ARMA Library has materials that will be used for the program. Students will have access to this resource. A letter from Dafoe Library speaks to its ability to support readings for *Records and Information Management: The Records Continuum* and *Strategic Information Management*. The Library currently supports the core and elective courses in the Certificate in Applied Management. See Appendix E for the libraries letters of support.

4.4 Instructional media resources required to support the program

Communication Systems currently provides the instructional media required for the Certificate in Applied Management core management courses and the elective. No additional requirements are created by the specialized courses.

4.5 Laboratory or field placement facilities required to support the program

No laboratory or placement facilities are required.

4.6 Counseling or student advising not normally provided by staff within CED or the Area

No additional advising services are required.

4.7 Additional resources required for program delivery

None

5.0 Operations and Management

5.1 Advisory / Program Committee

Due to an active ARMA chapter, the Association of Manitoba Archives, the masters program in archival studies, and leaders in the private and public sectors who recognize the value of RIM education, the program will benefit from a strong community and academic presence. An advisory committee will enable the Division to keep the program current and market it effectively. ARMA, Archives & Special Collections at Dafoe

Library and the masters program in archival study will have permanent members on the advisory committee. The advisory committee for the CAM-RMI will also function as the advisory committee for the Letter of Accomplishment in Records and Information Management.

5.1.1 Membership and representation

See Appendix D

5.1.2 Terms of reference.

See Appendix D

5.2 Conditions for admission, including selection criteria, selection process, and the authority to approve admission decisions.

Students must meet the University's general admission requirements and complete the *Application to Enter a Certificate Program Form* in the Continuing Education Division Calendar and register for courses.

5.3 Transfer credit arrangements negotiated during the development stage and variance from Division transfer policies.

No degree transfer credit agreements were negotiated. Degree credit transfer was not identified as a significant factor for the target audience.

5.3.1 Challenge for credit option

Students with appropriate prior learning based on six months or more current work experience and/or related formal study may challenge *Records and Information Management: The Records Continuum* for credit, using a challenge for credit examination prepared by course instructor(s) and approved by the program's advisory committee. The Program Director, in discussion with the course instructor, will identify courses and combination of courses and work experience that are most likely to prepare a student to challenge for credit.

5.4 Expected frequency of course offerings

Continuous unless demand cannot sustain a continuous offering. The specialized courses may be offered on alternate years if this is a more appropriate way to meet market demand. Core management and elective courses are offered on a continuously.

5.5 Minimum and maximum times for completing the program

Two academic years is the minimum time for completing the certificate. The maximum is six years.

6.0 Student Assessment

6.1 Type of student assessment

Within the first week of class, the instructor will inform students in writing of the method of assessment to be used in the course. There may be differences in teaching methods, readings, and assignments from one section or course to another. However, academic

assessment will adhere to the regulations and requirements stated in the University's Responsibilities of Academic Staff to Student Policy and relevant MPCP policies.

6.2 Grading system to be used

The University letter grade system will be used for all courses.

6.2.1 Criteria for successful completion of the program.

Students must successfully complete all courses and have an overall GPA of C or better to complete the program.

7.0 Program Evaluation

7.1 Method of course and instructor evaluation to be used

The SEEQ course evaluation will be used for on-site courses. For courses delivered by distance education, distance education evaluations will be used.

7.2 Frequency of course and program evaluations

Evaluation involves a review of registration, program completion, students and stakeholders' satisfaction, instructional quality, and cost effectiveness. Each year the Area reviews programs it manages to identify those which require a full or partial evaluation. This program may be evaluated as one of several programs displaying common characteristics the Area wants to examine (e.g., completion rates). A full review will compare actual performance to performance indicators and program objectives. Evaluations are submitted to the Continuing Education Division's Program Review Committee and the program's advisory committee.

7.3 Performance indicators the Area will use to evaluate the program during the first three years of its operation.

1. Number of new students entering the program annually
2. Active participation of stakeholders
3. Active participation of academic units
4. Additional developments with academic units
5. Cost effectiveness

8.0 Financial Plan

There are no development costs associated with this program. Development costs were assigned to the Letter of Accomplishment in Records and Information Management since the two courses that make up that credential are the specialized courses in the CAM-RM. No new courses were developed for the certificate.

The first year of operation is 2003 – 04. The CAM-RM operates with no additional courses being developed. A financial plan for delivering the specialized courses was prepared and approved by the Area when it approved the Letter of Accomplishment in Records and Information Management. No new sections of core and elective courses are planned for this certificate. Therefore, registrations in the core and elective courses for CAM-RM will add additional revenue for these courses without the Division incurring additional costs.

Currently, the Area does not track additional registrations and revenue in the CAM core courses generated by each CAM specialization.

Currently, the Division is working with the City of Winnipeg to offer a blended learning courses (i.e., a hybrid of in class and WebCT learning) in basic RIM education. The first course began with 20 registrations, generating \$9,500 in gross contribution and approximately \$1,000 in net contribution after all WebCT development costs. We anticipate generating approximately \$15,000 in net contribution with this course in 2003 –04. If this initiative continues to be successful, in addition to the financial support it creates for RIM education the initiative should increase demand for the Letter of Accomplishment and some demand for the certificate.

9.0 Market Plan

Effective marketing requires ARMA's active participation and support of other advisory members. The Area will track students who register in the CAM-RIM to determine how these individuals differ in occupation, educational background and significant demographic characteristics from individuals who do not go beyond the Letter of Accomplishment program. When sufficient data is collected we will know if a market strategy that differs from the one used for the Letter of Accomplishment is required for the CAM-RIM.

Typical promotional materials and activities are:

- Program flyers for relevant workplace sites
- Information sessions
- Information distributed through ARMA and other associations recommended by the advisory committee
- Web pages of the Continuing Education Division, ARMA, archivist associations, and senior management programs.
- Continuing Education Division calendar

Appendix A

Advisory committee members for Program Development

Advisory committee members for Program Development

First Name	Last Name	Title	Company
Gordon	Dodds	Provincial Archivist	Provincial Archives
Tom	Nesmith	Associate Dean	University of Manitoba
Richard	Weinholdt	Past President	ARMA
Martha	McLeod	Assistant Manager, Archives and Records	Great West Life
Peter	Bower	Executive Director	Provincial Ombudsman Office
Shelley	Sweeney	Head, University Archives	University of Manitoba
Will	English	Director	Acad. Computing & Networking
Fred	Starke	Associate Dean	I. H. Asper School of Business
Terry	Cook	Consultant	
Stephen R.	Armstrong	Director of Administration	Workers Compensation Board Central Administration
Jackie	Beaton		Manitoba Lotteries Corporation
Norma J.	Graham		Manitoba Hydro Records Management
Ron	Moscinski	Manager	Manitoba Public Insurance
Gerry	Berkowski	Director, Archives and Records Control Branch	City of Winnipeg
Diane	Haglund		
Joe	Kulyk	Pres. ARMA Wpg. Chapter	City of Winnipeg
Donna	Parrisien-Guiboche	Assist Director	T.A.R.R. Centre

Working group in bold type.

Appendix B

Typical Course Outlines

Required specialized courses

Records and Information Management: The Records Continuum

Strategic Information Management

Required core management courses

Essentials of Management

Using Accounting Information

Managing the Human Resource Function

Organizational Behaviour

Elective courses

Managerial Communications

Management Information Systems

Flexible Study.

Management, Professional and Community programs
CONTINUING EDUCATION DIVISION
THE UNIVERSITY OF MANITOBA

Course Outline
(Typical)

Records and Information Management: The Records Continuum

Format	Required course, taught face-to-face in class
Contact hours	36 contact hours
Readings	Robeck, M. F. et al. <i>Information Records Management: Document-Based Information Systems (most recent edition)</i> . New York: Glenco, 1996

Course Description

This course is designed to provide an introduction to a broad scope of records and information management topics. Working from the perspective of the "records continuum", emphasis is placed on the value of sound information practices within an organization. All elements of records and information management are covered, from creation through maintenance and protection to final disposition.

Course Objectives

- Understand how records and information management fits into the organization and its responsibilities
- Examine the value and objectives of records and information management in an organization
- Learn the tools required for the implementation of sound records and information management programs
- Learn how to plan a records facility, including consideration for media storage and active records protection
- Understand the benefits of conducting, and learn to prepare, a records inventory and retention schedule
- Understand types of classification systems and their use
- Introduce concepts of electronic records management
- Explore the concept of the records continuum
- Understand the concept of vital records identification, protection, and disaster recovery projects
- Understand basic computer programs related to records and information management

Assignments

Student evaluation will include one or more exams to assess students' understanding of course content and a project/paper to demonstrate an ability to apply content to the workplace. The textbooks provide instructor resource guides that include sample exam

questions and student projects. Students are evaluated using the University's letter grade system.

Prerequisites

None

Management, Professional and Community programs
CONTINUING EDUCATION DIVISION
THE UNIVERSITY OF MANITOBA

Course Outline
(Typical)
Strategic Information Management

Format	Required course, taught face-to-face in class
Contact hours	36 contact hours
Readings	Selected readings

Course description

Working from the perspective of strategic information management, this course prepares students for rapid growth in records and information management by promoting an understanding of external influences and trends in managing both paper and electronic records. In particular, students will achieve an advanced understanding of systems, processes, and issues in electronic records management. Students will explore the relationships among records and information management, archival studies, information technology, and basic management principles that prepare them for further professional development.

Course objectives

- Learn to determine and establish best policies, practices, and standards for an organization
- Understand how current business environments, trends, and legislation at all levels of government are affecting records and information management
- Understand how to adapt skills acquired in paper-based environments to all media
- Learn to identify, inventory, and apply classification decisions to electronic records
- Understand electronic record keeping systems and standards
- Understand advanced issues in electronic records management
- Understand the role metadata plays in preserving reliable records
- Learn the relationships among strategic records and information management, archival studies, information technology, and basic management principles for continuous professional development

Assignments

Student evaluation will include one or more exams to assess students' understanding of course content and a project/paper to demonstrate an ability to apply content to the workplace. Students are evaluated using the University's letter grade system

Prerequisite

Records and Information Management: The Records Continuum

MPCP

Management, Professional and Community Programs

Continuing Education Division

The University of Manitoba

Course Outline

STUDENTS: PLEASE KEEP THIS OUTLINE SHOULD YOU REQUIRE IT FOR FUTURE CREDIT REQUESTS. IT MAY NOT BE PERMANENTLY AVAILABLE AT THE CONTINUING EDUCATION DIVISION. A FORM MUST BE COMPLETED AND A FEE SUBMITTED.

Course: Essentials of Management 23035 01-02

Term: Winter 2002

Format: January 15 to April 2, 2002
5:30 to 8:30 pm Tuesday evenings

Location: Downtown Campus, Classroom B

Instructor: Vic de Witt B.A., B.Ed., M.Ed., CAE
Biography: Instructor in management and marketing in the Business Administration Department at Red River College. Previous business experience includes partnership in a large retail clothing chain, owner of a local manufacturing operation, and a consulting enterprise. Other work experience includes ten years with the Federal Government in numerous departments at junior and middle management positions.

Contacting instructor: Tel: 632-2447 (office) 895-1442 (home)
Fax: 697-0727
E-Mail: vdewitt@rrc.mb.ca

Textbook: Gary Dessler, Frederick A. Starke, and Deanne J. Cyr. *Management: Leading People and Organizations in the 21st Century*, 1st Canadian Edition. Pearson Education Canada Inc., 2001.

Description:

This course will examine the key principles of effective management. The emphasis is on the practical application of management concepts and theory using teaching/learning strategies that will encourage participants to apply these concepts to their own work environment.

Objectives:

Upon completion of this course participants will have a good understanding of the fundamental concepts of management. Participants will also be able to apply and properly execute many of the learned concepts and theories.

Teaching approach:

The classes will consist of a lecture component along with in-class exercises, case studies, and management videos. A strong emphasis will be placed on group and individual discussions and participation.

Student Evaluation

The evaluation exercises are designed to help demonstrate your understanding of the ideas and concepts covered in the course and their relevance to your work.

Student evaluation in this course consists of the following:

Project	25%
Mid Term	25%
Final Exam	50%
TOTAL	100%

Course grades are based on the letter-grade system as follows:

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: This grade schedule may vary for certain courses. For example, a grade of 59 or less is considered a failure in CIC, CEM, the Municipal Administration Program, and PMAC Principles Courses. In addition, some courses are evaluated on a Pass/Fail basis.

It is important to read carefully your specific program information, course descriptions, and course outlines and to understand the requirements for successful completion of the courses and program you seek to take.

Project

Outline one or two problems at work and describe how you will solve the situation(s) using and making references to the concepts and theories presented in the course.

(This assignment should be no longer than 10 typed, double spaced pages. Due March 19, 2002)

Class Participation

Your attendance is necessary in this program. It is important to your learning that you participate in class discussions, share relevant experiences, and ask questions when you need clarification.

ESSENTIALS OF MANAGEMENT

23035 01-02

CLASS SCHEDULE - 2002

Date	Topic	Chapter
Jan. 15/02	Course Introduction	
Jan. 22	Modern Management	1 & 2
Jan. 29	Ethics & Decision Making	3 & 4
Feb. 5	Communications	12
Feb. 12	Planning	5 & 6
Feb. 19	Mid-Term Exam	
Feb. 26	Organizing	7 & 8
Mar. 5	Leadership	10
Mar. 12	Motivation	11
Mar. 19	Teams & Organizational Change	13 & 14
Mar. 26	Controlling	15
Apr. 2	Final Exam	

Note: This schedule may be subject to change.

MPCP

Management, Professional and Community Programs
Continuing Education Division The University of Manitoba

COURSE OUTLINE

STUDENTS: PLEASE KEEP THIS OUTLINE SHOULD YOU REQUIRE IT FOR FUTURE CREDIT REQUESTS. IT MAY NOT BE PERMANENTLY AVAILABLE AT THE CONTINUING EDUCATION DIVISION. A FORM MUST BE COMPLETED AND A FEE SUBMITTED.

Course Title: USING ACCOUNTING INFORMATION (27017 01-02)

Term: Fall 2001

Format: 12 Wednesdays, September 12 – December 5, 2001
No class on October 31, 2001
5:30 - 8:30 P.M.

Final Exam – December 8th, 2001, U of M Fort Garry Campus (students will be provided with information regarding exam)

Location: The University of Manitoba DOWNTOWN, 11 The Promenade,
Portage Place Classroom B

Instructor: Colleen Halpenny, C.A.

Work History:

- The Law Society of Manitoba - Auditor/Inspector
- Westfair Foods Limited - Special Projects
 - Office Manager
 - Internal Audit Manager
- Touche Ross & Co. - Audit Supervisor

Education:

- Chartered Accountant - MBA Institute of C.A. 1985
- Bachelor of Commerce (Accounting) - University of Manitoba

Contacting

Instructor: Ph. 488-3819 (if no answer, leave a message)
Email – chalpenny@lawsociety.mb.ca

Textbooks: Fundamental Accounting Principles, Volumes 1, 2 and 3 by Larson, Zin and Nelson, 9th ed.

Special Equipment: Calculator

Required: Package of assignment readings, instructor notes and answers to questions available at the University of Manitoba Bookstore (474-8321).

Grading

Course grades are based on the letter-grade system as follows:

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: This grade schedule may vary for certain courses. For example, a grade of 59 or less is considered a failure in CIC, CDM, the Municipal Administration Program, and PMAC Principles Courses. In addition, some courses are evaluated on a Pass/Fail basis.

It is important to read carefully your specific program information, course descriptions, and course outlines and to understand the requirements for successful completion of the courses and program you seek to take.

The final grade will be based on examination as follows:

CLASS PARTICIPATION/ASSIGNMENTS/QUIZZES	20%
MID-TERM EXAM	40%
FINAL EXAM	40%

The examinations will consist of questions, objective review questions, problems, and/or short cases related to the topics outlined herein.

Course Description/Learning Objectives

a) Course Description

This course is to enable non-financial managers and supervisors to acquire skills to:

- read and understand financial statements and reports
- to develop systems and utilize reports to control operations, and
- to use the reports to assist in the planning process of their organizations.

There are two main topics to be covered:

1. Financial accounting, covering topics such as:
 - the purpose of the financial statements,
 - the principles followed in the recording of transactions and preparation of the financial statements,
 - the statements that are normally prepared,
 - the components of the financial statements,
 - how to interpret a set of financial statements.
2. Cost accounting, covering topics such as:
 - the purpose of cost accounting,
 - the various costs of a manufacturing concern,
 - the various cost relationships,
 - the way jobs/processes are costed,
 - the method of choosing between various alternatives,
 - the preparation of budgets,
 - the use of standards,
 - the evaluating of end results.

b) Learning Objectives:

By the end of this course, participants will:

1. Be able to prepare a simple balance sheet, statement of changes in owner's equity and income statement on an accrual basis, and understand requirements for and the uses of other financial statements.
2. Understand who different users of financial statements are, and what the similarities, differences and limitations are on the statements prepared for different users.
3. Have an awareness of, and be able to demonstrate, cost accounting practices.
4. Have an awareness of the computer's role in preparing and maintaining financial and management information.
5. Demonstrate the ability to prepare a simple budget, understand the role of budgets in planning and controlling operations, and be aware of the behavioural implications of the budget process.

TOPICAL OUTLINE
USING ACCOUNTING INFORMATION (27017 01-02)

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WEEK	DATE	TOPIC	ADVANCED READING
1	Sept. 12	Accounting in the Information age Financial Statements and Accounting Transactions	Chapter 1 Chapter 2
2	Sept. 19	Analyzing and Recording Transactions Adjusting Accounts for Financial Statements	Chapter 3 Chapter 4
3	Sept. 26	Completing the Accounting Cycle and Classifying Accounts Accounting for Merchandising Activities	Chapter 5 Chapter 6
4	Oct. 3	Merchandise Inventories and Cost of Sales Capital Assets: Plant and Equipment, Natural Resources and Intangible Assets	Chapter 7 Chapter 12
5	Oct. 10	Capital Assets: Plant and Equipment, Natural Resources and Intangible Assets (cont'd) Receivables and Temporary Investments Current and Long-Term Liabilities	Chapter 12 Chapter 10 Chapter 13
6	Oct. 17	Partnerships Corporations Analyzing Financial Statements	Chapter 14 Chapter 15 Chapter 20
7	Oct. 24	MID-TERM EXAM	
8	Nov. 7	Managerial Accounting Concepts and Principles Manufacturing and Job Order Cost Accounting	Chapter 21 Chapter 22
9	Nov. 14	Manufacturing and Job Order Cost Accounting(cont'd) Process Cost Accounting	Chapter 22 Chapter 23
10	Nov. 21	Cost-Volume-Profit Analysis	Chapter 25
11	Nov. 28	Master Budget and Planning Flexible Budgets and Standard Costs	Chapter 26 Chapter 27
12	Dec. 5	Flexible Budgets and Standard Costs	Chapter 27
	Dec. 8	Exam	

MPCP

Management, Professional and Community Programs
Continuing Education Division The University of Manitoba

COURSE OUTLINE

STUDENTS: PLEASE KEEP THIS OUTLINE SHOULD YOU REQUIRE IT FOR FUTURE CREDIT REQUESTS. IT MAY NOT BE PERMANENTLY AVAILABLE AT THE CONTINUING EDUCATION DIVISION.

Program: Human Resource Management Certificate Program

Course Title: Managing the Human Resource Function (24011) Section 01-04

Term: Fall, 2001

Time: 5:30pm to 8:30pm

Dates: September 11 to November 27, 2001

Location: University of Manitoba DOWNTOWN, Room A

Instructor: Maureen MacDonald

Maureen MacDonald, BA, LLB, MBA, Certificate in Quality Management, CHRP, CPP (Certified Program Planner) is currently the Area Director for Management, Professional and Community Programs and Continuing Education for the Professions within the Continuing Education Division (CED) of the University of Manitoba. In this capacity she oversees the development, delivery and administration of most of CED's certificate programs and an assortment of professional development seminars offered in conjunction with a variety of university faculties. Prior to that, Maureen was the Director of the University of Manitoba DOWNTOWN, where she worked with organizations to assess training requirements, develop training programs and deliver educational and training projects. For six years, she was a management consultant with KPMG in Winnipeg and Vancouver. Her consulting projects were predominantly in the area of human resources management, including organizational development, human resource strategy, compensation, pay and employment equity, recruitment and labour relations. Maureen also practiced law in Winnipeg for several years.

Contacting the Instructor:

Phone – Office: 474-8024

Home: 487-3313

Fax-Office: 474-7660

Email – Office : macdona4@ms.umanitoba.ca

Email - Home: mmacdona@home.com

Course Outline - Page 2

Text(s) and Other Required/Recommended Reading Material:

Canadian Human Resource Management: A Strategic Approach. 6th ed., Schwind, Das, Wagar, . McGraw-Hill Ryerson

Course/Learning Objectives: Upon completion of the course, participants should have a general understanding of the human resource function from a theoretical and practical perspective. They will be able to recognize human resource issues, understand the implications of these issues to organizations and their employees, and develop options for addressing these issues. This course will focus more on the breadth of the issues rather than on depth.

Student Evaluation:	Class Participation	15%
	Term Test (open book)	20%
	Paper	25%
	Final Exam (open book)	40%

Tests and Examinations: The test and examination will be made up of multiple choice questions, true or false questions and the application of HRM principles to specific situations. It will cover the content of the text and any materials covered in class discussions.

Grading: The course will be graded on the letter grade system. Marks will be determined as follows:

<u>Numerical Grade</u>	<u>Letter Grade</u>
90-100	A+
80-89	A
77-79	B+
70-76	B
67-69	C+
60-66	C
50-59	D
0-49	F

Course Outline - Page 3

Class Outline

Course Name and Dates

Week of/Date of course	Topic/Event	Advance Reading Text/Chapters	Assignment Due Dates
September 11	-Welcome & Introductions - Strategic Importance of HRM	Chapter 1	
September 18	-Human Resource Planning -The Learning Organization	Chapter 3	
September 25	-Meeting Legal Requirements -Managing Diversity	Chapter 4 Chapter 14	
October 2	-Mid Term Instructor Evaluation -Recruitment -Selection	Chapter 5 Chapter 6	
October 9	- Management Styles	No readings	Term Test
October 16	-Job Analysis -Compensation	Chapter 2 Chapter 10	
October 23	-Orientation & Training -Career Development	Chapter 7 Chapter 8	
October 30	-Performance Appraisal - Organizational Development	Chapter 9	
November 6	-Work Options and Employee Motivation -Employee Relations	Chapter 12 Chapter 13	HR Paper
November 13	-Benefits -Ensuring Safety in the Workplace	Chapter 11 Chapter 15	
November 20	-Course Evaluation -The Union Management Framework	Chapter 16	
November 27			Final Exam

Class Participation:

You will be expected to participate by contributing your experiences or viewpoints as a worker, union member, manager or citizen both in formal class discussions and in small group discussions. "Participation" includes sharing your viewpoints and experiences with your group and the class, as well as questioning, clarifying and otherwise contributing to the nature and level of discussions during class. Class participation will be measured by considering the following factors:

- ♦ Attendance
- ♦ General participation in discussions
- ♦ Preparation for class
- ♦ Group work participation
- ♦ Group work report to class

Attendance:

It is recognized that in adult education pressures of work and family may conflict with learning. Since this course has a relatively heavy work load, is offered in a fairly concentrated period of time and is focused to a great degree on material covered in class, it is suggested that any student expecting to miss more than 3 classes (25%) consider taking the course at another time.

Group Work:

During most classes there will be time set aside for small group discussion of various HR problems. Participation in these group discussions is a requirement of the program. Each group member is expected to "take a turn" in reporting back to class on the results of the group discussions.

HR Paper:

The HR Paper will be distributed on Week 7 and is due no later than Week 9. This brief Paper is worth 25% of your final mark. Please note the following:

- No outside research or readings is required. The text and class discussion should provide sufficient information for your paper.
- The papers should be typed, double spaced and no more than 5 pages in length. If you are unable to submit a typed paper, please ensure that it is clearly legible.
- No "fancy packaging" is necessary. A cover page with your name and telephone number is sufficient.
- Half of the marks for the HR Paper(13%) will be awarded for the HRM content, while the other half (12%) will be awarded for the organization, clarity and persuasiveness of your response.
- No papers will be accepted after Week 9.

MPCP

Continuing Education Division

University of Manitoba

COURSE OUTLINE

STUDENTS: PLEASE KEEP THIS OUTLINE SHOULD YOU REQUIRE IT FOR FUTURE CREDIT REQUESTS. IT MAY NOT BE PERMANENTLY AVAILABLE AT THE CONTINUING EDUCATION DIVISION. A FORM MUST BE COMPLETED AND A FEE SUBMITTED.

Course Title: Organizational Behaviour (24003 01-05)
 Term: Winter 2002
 Format: Classroom presentation
 Dates: 12 Mondays, January 21 – April 8, 2002
 Location: Room B, U of M DOWNTOWN, Portage Place

Instructor: Norman C. Ralph; BA, MPA

- BA -Sociology/Criminology Major, University of Saskatchewan
- MPA- Master Public Administration, University of Manitoba
- Experienced instructor and program facilitator in a variety of educational and business settings including University and Community College.
- Owner Mid Canada Consulting. An independent management consulting and research business.

Contacting the Instructor:

Ph: (204) 654-2912
 FAX (204) 667-4224
 E-mail<midca@escape.ca>

Monday – Thursday 8:00 a.m. – 9:00 p.m.
 Weekends - Sundays 1:00 p.m. – 6:00 p.m.

You may e-mail me at any time but please do not call or FAX outside the times described above. If you call and I am not available please leave your name, number and best time to contact you. I will return all calls ASAP on a priority basis.

Please do not hesitate to contact me and please do not wait until you have a problem. Be proactive and together we can deal with issues or concerns before they become problems. I will also be available for pre or post class consultations if required. Remember that I am here to help you.

Text: Organizational Behaviour Canadian Eighth Edition, Hellriegel, Slocum, Woodman and Bruning.

Course/Learning Objectives:

Organizations of all kinds succeed or fail, prosper or decline because of what the people in them do or fail to do every day. Organizational Behavior as an academic discipline is the study of human behavior, attitudes and performances in organizations. Studying organizational behavior should help you attain the needed competencies to be an effective member of any organization whether as an employee, supervisor or manager in the workplace, or as a volunteer or leader in a community organization.

Class presentations and discussion will follow two formats.

1. In the first part of each class the instructor will present relevant course material described in the class outline. In order to prepare for this, students should be familiar and conversant with the principal ideas, concepts and models as well as the learning objectives for each chapter. Reviewing the support materials at the end of each chapter will help solidify your understanding of the chapter's concepts. Remember that asking questions when you are not sure of something is an indication of interest and involvement it also helps to ensure that you have understood the material presented. As an instructor I welcome and encourage questions, dialogue and discussion.

2. The second part of each class will involve teamwork on assigned case studies. Teamwork is an important learning activity for students of organizational behavior as a great deal of organizational activity takes place in group settings. This activity will help develop your understanding and skills in areas of team building, group and team behavior, goal setting, leadership, decision making and interpersonal communications.

The case study method of learning is also an important learning tool that will aid in the development of supervisory and management skills. It will also help students in developing their analytical and problem-solving skills based on real life management and organizational problems. An outline of the guidelines for case analysis is attached. This outline will be discussed in detail during the course.

Grading: Student marks will be assigned by the instructor based on team case study participation and reports plus exam marks achieved.

Team Analysis Case Studies (10% each)	20%
Term Exam (materials covered in Part 1 of Course)	30%
Final Exam (materials covered in Part 2 of Course)	50%
Total	100%

Final grades will be awarded on the University Letter Grade System as described in the University Calendar.

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: This grade schedule may vary for certain courses. For example, a grade of 59 or less is considered a failure in CIC, CIM, the Municipal Administration Program, and PMAC Principles Courses. In addition, some courses are evaluated on a Pass/Fail basis.

It is important to read carefully your specific program information, course descriptions, and course outlines and to understand the requirements for successful completion of the courses and program you seek to take.

TOPICAL OUTLINE

Part 1 of Course

- Class 1:** January 21, 2002
 Introductions
 Selection of class Representative
 Introduction to Organizational Behavior Principal Aspects of Chapter 1
 Team Assignments Case Study #1
- Class 2:** January 28, 2002
 Learning & Reinforcement - Chapter 4
 Organizational Culture - Chapter 17
- Class 3:** February 4, 2002
 Personality, Perception & Attribution Chapters 2 & 3
- Class 4:** February 11, 2002
 Motivation and Performance Chapters 5 & 6
 Mid Term Course Evaluation
 Review of Part I preparation for Term Exam
- Class 5:** February 18, 2002
 Term Exam - materials covered in Part 1 of Course

Part 2 of Course

- Class 6:** February 25, 2002
 Interpersonal Communication - Chapter 13
 Team Reports Case Study #1 – Team evaluation.
 Team Assignments Case Study #2
- Class 7:** March 4, 2002
 Workplace Wellness & Stress - Chapter 7
 Conflict Management – Chapter 12
- Class 8:** March 11, 2002
 Group & Team Behavior - Chapter 8
 Power & Political Behavior – Chapter 9
- Class 9:** March 18, 2002
 Leadership & Management Chapters 10, 11
- Class 10:** March 25, 2002
 Decision Making and Change Management Chapters 14 & 18
 Team Reports Case Study #2 – Team Evaluation

Class 11: April 1, 2002
Organizational & Job Designs and Structures Chapters 15, 16,
Review of Part 2 preparation for Term Exam

Class 12: April 8, 2002
Final Exam - materials covered in Parts 2 of Course

Guidelines for Team Case Analysis and Reports

Team members should consider themselves members of a Project Group put together to analyze the case under consideration and prepare a report for the Executive Management of the organization in question. Students should consider the course instructor as the CEO of the Organization in question who will review the Project Group report before passing it on to the Executive Management level.

Each Project Group will be set up as a self directed work group, which means that the team must develop it's own work plan, conduct it's own research and complete it's own report. Each team member is responsible to other team members for completion of the group's work. The instructor will act as coach or facilitator but not as team leader or director.

Organizational keys to your teams success will be team development, team and individual behavior, leadership, interpersonal communications, decision making, conflict resolution, goal setting, initiative and achievement. The astute student will treat this learning experience not only as an academic exercise necessary for completion of this course but also as a field experiment for future team work in his or her own work place.

Team reports should follow a format that includes the following

Title Page (include names of team members)

Table of Contents

Executive Summary (executive summaries should be a concise one-two page overviews of the complete report. Students should be aware that executive members of most organizations will likely only read the executive summary so it needs to be as accurate, precise and concise as possible).

Problem Identification and Analysis (*What is going on here? Identify not only the problems present but their causes and consequences as well. For example poor performance may be a problem but it may also be just a symptom of bigger problems? What is the poor performance and what is causing it?*)

Alternative Solutions (*students should remember that doing nothing is also an alternative*).

Evaluation of Alternatives (*identify all possible positive and negative consequences of alternative solutions.*)

Recommendations and Conclusions: (*recommended solution(s) with supporting reasons and conclusions.*)

MPCP

Management, Professional and Community Programs
Continuing Education Division The University of Manitoba

Course Outline

STUDENTS: PLEASE KEEP THIS OUTLINE SHOULD YOU REQUIRE IT FOR FUTURE CREDIT REQUESTS. IT MAY NOT BE PERMANENTLY AVAILABLE AT THE CONTINUING EDUCATION DIVISION. A FORM MUST BE COMPLETED AND A FEE SUBMITTED.

Course Title: Managerial Communication (24027 02-01)

Term Spring, 2002

Dates: Tuesday and Thursday, April 30 – June 6, 2002, (5:30-8:30 pm)

Exam: Tuesday, June 11, 2002

Class location: U of M Downtown, Classroom A

Instructor: Terry Aseltine, BA, University of Manitoba; CIM (Hons.); APR, Accredited, Canadian Public Relations Society. Senior Communications Officer, Public Affairs Division. Chief Administrative Office, City of Winnipeg. Seventh year teaching this course.

Contacting the instructor: Terry Aseltine, 452-1844 (res.), 986-5963 (bus.),
e-mail: taseltin@city.winnipeg.mb.ca

Textbook: Business Communication: Process and Product (Third Canadian edition), Nelson Canada 2001, Guffey, Rhodes, and Rogin.
Please read Chapter 1 prior to first class.

Course Learning Objectives:

Communication skills: writing, listening and speaking, are the most important attributes of a successful Manager. All students in the class will already have developed their communication abilities to a variety of levels. However, to become a truly great communicator takes a lot of work. In this course we will evaluate our current communication abilities and learn new skills.

Grading Scale:

Course grades are based on the letter-grade system as follows:

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: This grade schedule may vary for certain courses. For example, a grade of 59 or less is considered a failure in CIC, CEM, the Municipal Administration Program, and PMAC Principles Courses. In addition, some courses are evaluated on a Pass/Fail basis.

It is important to read carefully your specific program information, course descriptions, and course outlines and to understand the requirements for successful completion of the courses and program you seek to take.

Course Policy:

1. All major course requirements must be completed to receive credit.
2. Attendance is required. Many in-class exercises, upon which your final grade is based cannot be repeated. If you have extenuating circumstances which prevent your attendance, please notify your instructor in advance.
3. Please provide your own file with your name on the front cover for handing in assignments. Your marked work will be returned in the same file. Work must be handed in on time. Because this course requires extensive marking, it is time-consuming to have to go back over late assignments. Late work will be penalized on grading.

TENTATIVE COURSE OUTLINE:*

<u>Class</u>	<u>Date</u>	<u>Topic</u>	<u>Chapters</u>
1.	April 30	Course Intro; Communications Process Student Spotlight Fun Grammar Test, Homework Assignment #1, Comm. process (5%) Giving Instructions Assignment for May 9	1
2.	May 2	Beginning the Writing Process Fundamentals of grammar and usage Listening/ Body Language/meetings	2
3.	May 7	The Writing Process continued Fundamentals of grammar and usage Writing Assignment (10%)	4,5
4.	May 9	Giving Instructions Workshop (10%) Writing Process. Plain Language concepts Quiz 1 Chapter 1 & 2 (5%)	4,5
5.	May 14	Speeches/Presentation skills Speech Assignment 15% (starts May 28)	15
6.	May 16	Writing Workshop. formats Memos, letters, reports	
7.	May 21	Direct Approach/Letters and memos Homework Assignment #2 (5%) due May 28 Quiz 2 Chapters 4, 5 (5%)	6,7,10
8.	May 23	Indirect Approach/Letters and memos Homework Assignment #3 (5%) due May 28	8,9
9.	May 28	Report Writing In-class oral presentations 1 Quiz 3 Chapter 6 (5%)	11,12
10.	May 30	Effective use of e-mail/voice mail In-class oral presentations 2	
11.	June 4	Writing workshop. grammar refresher In-class oral presentations 3	
12.	June 6	Grammar Test (5%) Exam review In-class oral presentations 4	

Final examination Tuesday, June 11, 2002 -(3 Hrs.) – 30% closed book

* The instructor may modify course outline with sufficient notice provided to students.

MPCP

Management, Professional and Community Programs
Continuing Education Division The University of Manitoba

COURSE OUTLINE

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Course Title: **MANAGEMENT INFORMATION SYSTEMS**

Course Number: **27041 02-01**

Term/Academic Year **Fall 2002**

Dates: **Thursday, September 19th – December 12th, 2002**
No Class November 21st, 2002

Times: **6:30 – 9:30 p.m.**

Location: **204 Robson Hall**

Instructor: **Geoff Bresch**

Contacting the Instructor: **Phone: 953-1238**
Email: gbresch@mb.sympatico.ca

Text(s) and Other Required/Recommended Reading Material:
Management Information Systems Managing The Digital Firm,

Course/Learning Objectives:

This course presents Management Information Systems topics with a particular focus on management considerations in today's business world. The information asset is a key resource in all managerial disciplines. Students are introduced to the Accounting Information System within an organization. Topics include organizational structure, technology, as well as the various types of systems commonly found within these organizations. Various documentation techniques, the system life cycle, controls, auditing, and various applications associated in a business organization are also presented.

The student can expect to gain an awareness of the various technical components relevant to information systems management, and an overall appreciation for the role of computerized information systems in a business organization. The course is focused upon providing an overall managerial sense of major benefits and obstacles to the incorporation of Information Technology within an organization.

To accomplish these objectives, students will be assigned a project. Students will work in-groups of 5 students for the project. In addition, students will be assigned problems as a learning tool. Assignments will be briefly reviewed in class the week following the lecture. A copy of the solutions will be provided.

Student Evaluation:	Term Test	40%
	Project	20%
	Final Examination	40%

Grading:

Students will receive letter grades as their final grades pursuant to the University of Manitoba letter-grade system. The following table connects letter grades with their corresponding range of percentage marks.

<u>Description</u>	<u>Letter Grade</u>	<u>Percentage Mark</u>
Exceptional	A+	90-100
Excellent	A	80-89
Very Good	B+	77-79
Good	B	70-76
Satisfactory	C+	67-69
Adequate	C	60-66
Marginal	D	50-59
Failure	F	0-49

The minimum passing grade for this course is D. If you are pursuing credit with an External Organization you are responsible for determining any additional standards required by that Organization for credit.

Project:

This course contains a project component. Virtually all systems analysis and design activities in organizations are carried out in project teams, in which communication and co-operation are vital to success. The project team approach is intended to give students experience in performing system development activities as part of a team. Students are expected to form their own teams by the second class (5 members maximum). Each team must manage itself in order to achieve the stated goals.

The project has been divided into separate case assignments. The Course Schedule indicates the due dates. Extensions will not be granted. All members will require participation. Project marks are influenced by participation. Each project assignment will have a Title page indicating the assignment number along with a corporate group name. The group member's name as well as the percentage participation will be indicated on the bottom right corner of the title page.

Class Outline

Management Information Systems

27041 02-01

September 19 – December 12, 2002

Class Date	Topic/Reference Material/Chapters	Assignment
September 19	AIS: An Overview Chapter 1, 2	Problems: pg 20 1.3 Pg 53 2.10 Project Assignment Form Groups Assignment #1 Case 2.2 pg 55 Questions 1,2,3,4
September 26	System Development and Documentation Techniques Intro to Data Processing Chapter 3, 4	Problems: pg 84 3.8 pg 111 4.4 Project Assignment: Assignment #2 Case 3.2 Pg 90 DFD Problem
October 3 Assignment #1 Due	Intro To Systems Development And Analysis Chapter 17, 18	Problems: pg 647 17.2 pg 690 18.2 Project Assignment Assignment #3 Case 18.3 Pg 697 Questions 1,2,3,4
October 10 Assignment #2 Due	System Design, Implementation, and Operation Chapter 19; Data Base Chapter 5	Problems: pg 725 19.3 pg 165 5.1 Project Assignment Assignment #4 Case 19.2 pg 729
October 17 Assignment #3 Due	Data Modeling and Data Base Design Chapter 6 Electronic Commerce Chapter 7	Problems: pg 243 7.2
October 24 Assignment #4 Due	Control and Accounting Information Systems Chapter 8,9	Problems: pg 279 8.3 pg 323 9.5 Project Assignment Assignment #5 Case 8.2 pg 282 Questions 1,2,3,4
October 31	*** Mid-Term Test ***	
November 7	Computer Fraud and Security; Auditing Chapter 10,11	Problems: pg 365 10.4 pg 406 11.5

Class Date	Topic/Reference Material/Chapters	Assignment
November 14 Assignment #5 Due	Revenue Cycle Sales/Cash Collections; Expenditure Cycle Purchasing/Cash Disbursements Chapter 12,13	Problems: pg 457 12.7 pg 508 13.6 Project Assignment Assignment #6 Case 12.2 pg 460 Questions 2,4
November 21	No Class	
November 28	Production Cycle H R Management/Payroll Cycle Chapter 14,15	Problems: pg 546 14.2 pg 582 15.7
December 5 Assignment #6 Due	General Ledger/Reporting System Chapter 16	Problems: pg 613 16.3
December 12	*** Final Exam ***	

Flexible Study Option:

Rationale: The Flexible Study Option is intended to provide learners enrolled in certificate programs awarded by the Continuing Education Division with flexibility in course content and/or delivery format in fulfilling elective requirement(s).

To provide flexibility in content, this option could be used:

- as a topics course to facilitate the study of current and topical issues relevant to the certificate program
- as a practicum option to facilitate the transference of concepts and knowledge to specific on-the-job applications
- along with approved seminars, as an opportunity to integrate and extend formal learning relevant but external to the certificate program.

To provide flexibility in delivery format, this option could be used:

- as independent, guided study for an individual learner
- as independent, guided study for a group of learners who share the same general learning objectives.

Observations:

1. The Flexible Study Option is intended to apply to those certificate programs awarded by the Continuing Education Division, The University of Manitoba that have elective requirements. This option does not apply to certificate programs without electives or those awarded by an external agency or association (e.g., The Canadian Institute of Management's Four-Year Certificate Program in Management and Administration).
2. PRC is seeking approval from Senate Committee on Curriculum and Course Change to include the Flexible Study Option in the following existing certificate programs:

Certificate Program in Adult and Continuing Education (MPCP)
 Applied Counselling Certificate Program (MPCP)
 Certificate in General Case Management (MPCP)
 Certificate in Rehabilitation Case Management (MPCP)
 Prairie Horticulture Certificate Program (MPCP)
 Certificate in Applied Management (MPCP)
 Human Resource Management Certificate Program (MPCP)
 The Certificate in Teaching English as a Second Language (Languages)
 Counselling Skills Certificate Program (AFP)
 Child Sexual Abuse Intervention and Treatment Certificate Program (AFP)

3. It is intended that the contact hour equivalency for the Flexible Study Option will be determined by the Program Director consistent with the elective requirements of the program and will not normally exceed the maximum hours assigned to an elective in that program.

4. Assuming different course content and with the approval of the Program Director, it is intended that a learner may select the Flexible Study Option as often as is appropriate given the elective requirements of the certificate program.
5. If the Flexible Study Option is approved, the Program Director responsible for the certificate program will seek recommendations from the program's Advisory Committee regarding the appropriateness of the option prior to implementation.
6. Concerns were expressed in PRC about the need to consider the teaching/learning supports required for successful instructor/learner experiences with guided, independent study. If the Flexible Study Option is approved, a strategy for identifying and providing such supports should become part of the Division's instructional quality initiative.

Appendix C

Letters of Support

Shelley Sweeney, PhD; Head, Archives & Special Collections, University of Manitoba

Peter Bower, Executive Director, Access & Privacy, Ombudsman Manitoba

Gordon Dodds, Provincial Archivist, Culture, Heritage and Tourism: Provincial Archives

S. R. Armstrong, Director, Administrative Services Workers Compensation Board of
Manitoba

Joe Kulyk, President, ARMA Winnipeg Chapter Inc.

Martha McLeod, The Great West Assurance Company

Dr. Tom Nesmith, Masters Program in Archival Studies

Dafoe Library Letter of Support

ARMA Library Letter of Support

Maureen MacDonald, Area Director, MPCP. Continuing Education Division

Howard Davidson

From: Shelley Sweeney [sweeneys@Ms.UManitoba.CA]
Sent: Wednesday, November 06, 2002 6:28 PM
To: Howard Davidson
Subject: Re: Approval process for RIM programs

November 6, 2002

To: Howard Davidson, Continuing Education

From: Shelley Sweeney, Head, Archives & Special Collections

RE: Letter of Accomplishment in RIM and the Certificate in Applied Management--Specialization in RIM

As Head of the University of Manitoba Archives & Special Collections, I would like to take this opportunity to comment on the value of the proposed Letter of Accomplishment in RIM and the Certificate in Applied Management--Specialization in RIM. I expect that this program will be vital in stimulating a much-needed information/records management sector in Manitoba. Graduates from such a program will be able to capture and create employment opportunities in a variety of businesses, in different levels of government, and in a number of non-profit organizations. All JPA/PHIA Unit Liaisons at the University of Manitoba will be encouraged to take this program now that they are engaged in records management tasks as part of their duties. I see a great benefit to the University of Manitoba arising from such training. You may quote from this letter for promotional materials.

Shelley Sweeney, PhD
Head, Archives & Special Collections,
University of Manitoba,
331 Elizabeth Dafoe Library,
Winnipeg, Manitoba,
R3T 2N2

Phone: (204)474-6350 Fax: (204)474-7913
email: shelly_sweeney@umanitoba.ca
<http://www.umanitoba.ca/libraries/archives>

November 7, 2002

To Whom it May Concern:

I strongly support this innovative, and all things considered, unique proposal relating to training and education in records/information management.

I have a 35-year working background that has provided several different perspectives on information management: journalist, research historian, archivist, institutional head, and oversight of access to information and protection of personal information legislation. Without wishing to leave the impression that I believe this educational initiative will solve all the problems, I do wish to make it clear that it is an important leading-edge proposal that recognizes the practical and theoretical issues involved in information management and the various layers of educational requirements to provide a well-rounded program.

The reality of information management is that virtually all governments at all levels of jurisdiction do not manage their records/information in a business-like and accountable fashion. A lot of faddish management processes are brought forward from time-to-time that may be useful in themselves, but really do not add a whole lot to our understanding of the core requirements of managing information. Witness the progression during the last several decades from "records management" to "information management" to "knowledge management". Each concept arguably may have added something of value, but fundamentally rely on the core and enduring principles that would form the basis of this educational opportunity from the University of Manitoba, which provides an infrastructure for understanding, absorbing, and building on the various concepts being brought forward.

The core of the program proposal is applicable to both the public and the private sectors. In my experience, my comment about the dismal condition of information management in the public sector applies at least equally to the private sector. It is a supreme irony in this information and globalization age that we manage information so badly whether for current or research purposes. The development of the computer and, most particularly, electronic communication systems has opened extraordinary but little realised opportunities for having an informed public, governments, and businesses.

What a comment it is that establishing the authority, authenticity, accuracy, and maintenance of electronically held information is not really so difficult, but is so little addressed. No organizational entity would or could sustain the current and increasing losses of "inventory" or resources presented by the prevailing condition of information management if they understood better how to do it and what it represented. Frankly, the information losses that we are and will be sustaining over the next decade or so will make the dire predictions relating to the Y2K "crisis" pale by comparison.

It is hard to "see" this issue because most organizations mask the problems by avoiding them, reinventing information, taking unnecessary risks, neglecting due diligence, or by simply ignoring or covering them up, etc.

In my current work – information access and privacy oversight – we rely on credible information to review the actions of organizations within our jurisdiction. It is essential to

our job. I have a growing concern that the ongoing failure to manage electronic systems (where the greatest problems probably are right now) appropriately will make organizational openness and accountability increasingly difficult to review, let alone sustain.

I would also point out that the private sector is being drawn steadily into being more publicly accountable both for their management of personal information and for general information about their operations and decisions. Protection of personal information in the private sector has already been given a statutory base in Canada and elsewhere. Recent developments or revelations involving business ethics in the United States and Canada are simply highlighting the need for more openness and accountability in the private sector. I believe governments will be required to regulate further in many areas of access to information in the private sector unless the sector develops self-regulatory mechanisms in which the public has trust and confidence.

Having said all this, good information management practices, whatever the medium, are the *sine qua non* for good governance, effective and efficient business operations, and an informed and confident public.

This education proposal is a welcome, significant, and overdue initiative that, I hope, will be nourished and flourish. I applaud the University of Manitoba for developing and considering this proposal. The need is there and the market demand should be. This is the challenge for the program: making need and demand meet. I believe the timing is right.

Peter Bower

Contact Information:

Peter Bower

Executive Director, Access & Privacy

Ombudsman Manitoba

Office telephone: 1-204-982-9130

Toll free in Manitoba: 1-800-665-0531

Office FAX : 1-204-942-7803



Culture, Heritage
and Tourism
Provincial Archives
200 Vaughan Street
Winnipeg MB R3C 1T5
CANADA

Tel (204) 945-6140
Fax (204) 948-2008
Ref 370 10

Culture, Patrimoine
et Tourisme
Archives provinciales
200, rue Vaughan
Winnipeg MB R3C 1T5
CANADA

Téléfon (204) 945-6140
Télécopieur (204) 948-2008

November 17, 2002

Howard Davidson
Director
Continuing Education Division
University of Manitoba
Winnipeg, MB R3T 5S6

Dear Howard

I am writing to commend the University of Manitoba for its initiative in bringing forward proposals to develop certification programs in the Records and Information Management (RIM) sphere.

In my thirty years of experience, I can think of few organizational entities, which didn't need the attention of RIM professionals but so rarely found them. The reasons for this are various but a major factor has been the absence of integrated RIM programs within credible academic environments. Many brave forays into the RIM area have been made but few have really flourished. I have no doubt whatsoever that the need is out there but raising consciousness in organizations that they have a need will take some spadework.

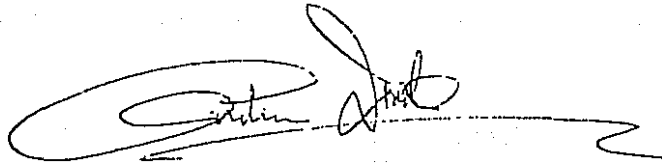
Nonetheless, the time seems to be most opportune. The recent corporate debacles in the USA and elsewhere have revealed the soft underbelly of organizations that pay little attention to maintaining records that can be relied upon. Information may well be given lip service value as an asset but if recordkeeping is impoverished or non-existent, then the asset is in jeopardy. In this shifting and often shaky environment, RIM has the chance of reasserting elements of stability and confidence.

For a university to grasp the nettle of the RIM challenge (and it is a challenge, no doubt about it!) takes some fortitude. There could be huge benefits if the RIM program is developed carefully and vigorously led with emphasis on enterprising corporate relationships. The University of Manitoba may have a chance to do something with RIM that Western and Queens, for instance, have done with MBA management ventures -- attracted faculty and students from afar because of the quality and relevance of their programs.

Clearly, the initial proposals for the RIM certification process are properly much less grandiose but they need to be seen as first plank beginnings of something much larger. Only then will RIM have a chance of survival beyond the fate to which it has been historically assigned by so many organizations. In short, if the University of Manitoba decides to dip its toes into the RIM sphere, I recommend it do so with the full knowledge and commitment that it is in for the long haul. Otherwise, I fear that the effort would falter.

This may seem a strange way of offering support for the University of Manitoba RIM initiative. It is my way of saying that if it is to be done at all, it should be forwarded with eyes open and a prospector's glint. The alternative is inadequate and not worth the effort.

Sincerely

A handwritten signature in black ink, appearing to read 'Gordon Dodds', with a large, sweeping flourish extending to the right.

Gordon Dodds
Provincial Archivist

Dr. Howard S. Davidson

Program Director, Continuing Education Division
University of Manitoba
Winnipeg

November 18, 2002

Dear Howard,

I enjoyed very much working with you and the project team in the development of the Letter of Accomplishment – Records and Information Management program. It was a new and interesting experience for me.

I think the end result is an excellent program. I can see significant potential benefit for our Records Management Department at the WCB. The program will offer a firm foundation for any of our staff who are involved in the field and who are interested in developing their skills. I'm especially pleased that the program will be offered through the University of Manitoba and will provide the Canadian content that is lacking in other programs.

I will be recommending this program to our Human Resources training and development specialist; it will be of great benefit to current and future RM staff at the WCB. As the senior manager, this program will provide me with tools to help train future supervisors and managers.

Congratulations on a successful project. I'm sure the program will be well received in the community.

Sincerely,

S. R. (Steve) Armstrong
Director, Administrative Services
Workers Compensation Board of Manitoba
954-4457
sarmstro@wcb.mb.ca



The Information Management Professionals

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ARMA Winnipeg Chapter Inc. P.O. Box 1908 Winnipeg MB R3C 3R3

November 25, 2002

Dr. Howard Davidson
Continuing Education Division
University of Manitoba
Room 188, CED Complex
Winnipeg, Manitoba
R3T 2N2

Dear Dr. Davidson:

RE: LETTER OF SUPPORT for the Letter of Accomplishment in Records and Information Management and Certificate in Applied Management—Specialization in Records and Information Management

On behalf of ARMA Winnipeg Chapter I am writing to express our support and endorsement in its entirety for Letter of Accomplishment in Records and Information Management and the Certificate in Applied Management with Specialization in Records Management. All of the contents of the proposal are supported and agreed to by Executive Body of ARMA Winnipeg Chapter at our October Meeting.

The development of a university-based, comprehensive program in records and information management is extremely important to ARMA especial at the chapter level. The program will provide students, and people working in the field of records management with the means to develop and improve their skills and knowledge for the profession. We realize that this initiative has constraints and compromises but it is an important step in the further development of a Records Information Management discipline within a university environment.

We are please to add our association's name to the list others who have approved this initiative. In keeping with our support ARMA Winnipeg Chapter will endeavor to promote this program to its members.

Thank you for your leadership and support for the profession in Records Management. We look forward in working with you to make this happen.

Sincerely,

(Signature)

Joe Kulyk

ARMA Winnipeg Chapter President

Martha McLeod
Archives & Records Management
The Great-West Life Assurance Company
100 Osborne Street North
Winnipeg, MB, Canada R3C 3A5

November 29, 2002

Dr. Howard Davidson
Continuing Education Division
University of Manitoba
Room 188, CED Complex
Winnipeg, Manitoba
R3T 2N2

Dear Howard:

On behalf of the Archives and Records Management department at Great-West Life and London Life, I would like to convey our support for the following programs of study

- Letter of Accomplishment in Records and Information Management
- Certificate in Applied Management with Specialization in Records Management.

As a graduate of the Archival Studies program at the University of Manitoba, I wish that I had had the opportunity to introduce myself not only to the study of records and information management but also to the study of applied management. The addition of this knowledge to my theoretical archival education, would have provided me with a firmer foundation for my current employment.

As a leader in the Archives & Records area at a large corporation, I will certainly encourage my employees to further their skills and knowledge in the profession. Currently, employees are compelled to pursue correspondence programs by internet which is less than satisfactory. This program will allow for greater growth and awareness of the issues currently facing the records and information professional.

Thank you for acknowledging that this level of instruction is necessary within the records management field.

Sincerely,

Martha McLeod



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UNIVERSITY
OF MANITOBA

Department of History

403 Fletcher Argue Bldg.
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-8401
Fax (204) 474-7579

29 November 2002

Dr. Howard S. Davidson
Associate Professor
Continuing Education Division
University of Manitoba
Winnipeg, Mb R3T 2N2

Dear Howard,

I am pleased to write in support of the Continuing Education Division's proposed Records and Information Management Letter of Accomplishment and Certificate in Applied Management (Records Management) programs. In my view they will meet a need in this community for basic educational opportunities for people working or interested in this field in both the private and public sectors.

The task of managing the records and information resources of institutions in both sectors is gaining renewed attention. The Manitoba government is about to proclaim a new archives and recordkeeping act to manage provincial government records, and the city of Winnipeg is upgrading significantly its records management service to city departments. The recently revised Manitoba Freedom of Information and Protection of Privacy Act, which applies to the provincial government, also extends the need for records management services to a wide range of other public institutions, including municipal governments, hospitals, universities, and colleges. Concern in the media about poor recordkeeping practices among private corporations as well as government agencies adds to the increasingly evident trend of public concern about recordkeeping. Much still remains to be done to sensitize the general public and institutions about the need for much better management of these key recorded information assets. Your proposed program will provide both an opportunity to respond to current levels of interest and demand and foster greater understanding of the growing complexities of this challenge and of the need for even further educational opportunities in this area.

Although the proposed program does not offer direct opportunities for collaboration with the graduate program in archival studies since the Letter and Certificate programs involve non-degree courses and no prior undergraduate degree entry requirement, I welcome your initiative and look forward to assisting you with it where possible. As your formal proposal document indicates, I will be pleased to serve on the advisory committee of this program.

Thank you for the work you have done to develop these programs. I wish you every success with your proposal.

Sincerely,

Dr. Tom Nesmith
Associate Professor
Master's Program in Archival Studies

LIBRARY SUPPORT FOR PROPOSED COURSE CHANGES

(The signatures appended indicate that those signing support the statement made by the bibliographer whose comments are attached. They do not necessarily indicate that the library has the resources to support the course change as outlined in the departmental submission)

NAME OF PROGRAM

Faculty: Continuing Education
Department: Management, Professional and Community Program
Course no. and name: Letter of Accomplishment in Records and Information Management
and
Certificate in Applied Management --
Specialization in Records Management

SUPPORT STATEMENT

PREPARED BY: Gina Matesic (Bibliographer)

APPROVED BY: Jean Horner (signature)
(Coordinator, Collections Management)

[Signature] (signature)
(Director of Libraries)

DATE: November 26, 2002

LIBRARY LETTER OF SUPPORT

For the Letter of Accomplishment in Records and Information Management And Certificate in Applied Management - Specialization in Records Management

Review and Context

The proposed new program builds on existing courses offered through Management, Professional and Community Programs (MPCP) area of the Division of Continuing Education. To satisfy requirements for the Certificate, students must complete three core courses that already exist within the management course offerings and one additional course chosen from 2 existing courses or an independent study option. Both the Letter and the Certificate require completion of two specialized courses and these two courses will be the focus of this assessment. The two courses are: Records and Information Management: The Records Continuum and Strategic Information Management.

It should be noted that undergraduate and graduate courses exist in related areas. The Department of History offers an Honours course "Introduction to Archival Science" which examines archival theory and practice including collection development, appraisal and research aids. At the graduate level, the Department of History offers two courses; the first titled "History of Recorded Communication" and the second titled "Selected Problems in Archival Studies". The latter course refers to 'administration of records'.

Assessment

In the Resources section of the program proposal, it explicitly states "The ARMA [Association of Records Managers and Administrators] Library has materials that will be used for the program. Students will have access to this resource." [Section 4.3] A letter from the local chapter of ARMA confirms this information. This person indicates that course and supplementary material will be available and accessible to students in this program. See attached communication.

In order to assess the existing collections at the University of Manitoba Libraries, BISON was searched. A keyword search of "records management" retrieved 236 results; from this number, 30 items were published in the last 5 years. A general reading of these titles found a solid emphasis on electronic records management with many references to government records and conference proceedings.

Subsequent discussions were held with the Archivist regarding the relevancy of the materials for these courses and in her opinion, the collection would meet students' needs.

Based on the findings of my assessment, the collection is more than adequate to support study toward the Letter of Accomplishment in Records and Information Management and the Certificate in Applied Management - Specialization in Records Management.



The Information Management Professionals

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ARMA Winnipeg Chapter Inc. P O Box 1908 Winnipeg MB R3C 3R3

November 25, 2002

Dr. Howard Davidson
Continuing Education Division
University of Manitoba
Room 188, CED Complex
Winnipeg, Manitoba
R3T 2N2

Dear Dr. Davidson:

RE: Access the library at Canadian/Manitoba Business Service Centre

The Winnipeg Chapter of ARMA International has a research Library currently stored at the Canada Manitoba Business Service Centre (CMBSC) 250-240 Graham Avenue. The Chapter will be making efforts over the next few months to greatly improve the holdings of this library.

An agreement has been made with CMBSC to allow students of the Information Management Program at the University of Manitoba access to the holdings for research purposes and they will also be permitted to withdraw the books on temporary loan.

In order to facilitate the process, special cards will be printed, identifying students of the program to the CMBSC. These cards will have an expiration date."

If you have any questions please contact Rick Weinholdt at 694-0401.

Sincerely,

(Signature)
Joe Kulyk
ARMA Winnipeg Chapter President

JDK/rw

Vickie Jolicoeur

From: Maureen Macdonald [macdona4@Ms.UManitoba.CA]
Sent: 09 December 2002 13:15
To: Bill Kops
Cc: Vickie Jolicoeur; Howard Davidson
Subject: MPCP Letter of Support

Hi Bill,

Further to your comments at this morning's PRC meeting, please consider this email as the Area's support for the proposed Letter of Accomplishment in Records and Information Management and the Certificate in Applied Management: Records Management.

The Area reviewed and approved the final proposal without substantive concerns or issues raised.

Should you require further information, please let me know.

Maureen
Area Director
Management, Professional and Community Programs
Continuing Education Division
166 Continuing Education Complex
Phone: 204-474-8024
Fax: 204-474-7660

Appendix D

Advisory Committee Terms of Reference

ADVISORY COMMITTEE
Terms of Reference
Letter of Accomplishment in Record and information Management
And
Certificate in Applied Management—Specialization in Records
And Information Management

1. **STATUS**

- 1.1 The Advisory Committee for the Letter of Accomplishment in Records and Information Management and Certificate in Applied Management—Specialization in Records and Information Management is established by and reports to Management, Professional and Community Programs, Continuing Education Division, The University of Manitoba.
- 1.2 The Terms of Reference are subject to review by the Continuing Education Division in consultation with the Advisory Committee.

2. **PURPOSE**

- 2.1 The Committee provides an advisory liaison service between the Continuing Education Division and professional associations, University of Manitoba academic units and other stakeholders interested in professional studies in records and information management in order to:
 - 2.1.1 ensure the continuous quality of the Letter of Accomplishment in Records and Information Management, the Certificate in Applied Management—Specialization in Records and Information Management;
 - 2.1.2 advise on the development of related programs, including advanced seminars and conferences.

3. **COMPOSITION**

- 3.1 The Committee shall consist of members from the following organizations interested in the quality and delivery of the Letter of Accomplishment in Records and Information Management and Certificate in Applied Management—Specialization in Records and Information Management, and related programs:

- The Program Director, Continuing Education Division, The University of Manitoba,
- Head of the University of Manitoba Archives & Special Collections, the Libraries.
- Head of the masters in archival studies program (Department of History) University of Manitoba,
- Up to one representative from an agency at each level of government employing records and information managers nominated by the Advisory Committee and approved by the Program Director,
- Three representatives from the private sector employing records and information managers nominated by the Advisory Committee and approved by the Program Director,
- Two individuals chosen by ARMA to represent the Association,
- One representative from instructors teaching in the program chosen by the Program Director,
- One student or graduate of the program chosen by the Program Director,
- Other representative may be added or deleted from time to time based on recommendation by the Advisory Committee.

4. TERMS OF OFFICE

- 4.1 The term for appointed Committee members is three years, renewable.
- 4.2 Vacancies due to resignations will be filled for the balance of the term in accordance with the composition requirements of the Committee.

5. MEETINGS

- 5.1 The Committee will meet a minimum of once annually. Meetings will be at the call of the Chair or on petition of the Chair by at least two other Committee members.
- 5.2 Attendance by 60% of the Committee membership, including the Program Director, shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions
- 5.3 The Program Director, Continuing Education Division is the Chair.
- 5.4 The Chair shall call Committee meetings, provide agendas and minutes, and ensure decisions of the Committee are carried out in a timely and efficient manner.
- 5.5 The Chair will normally give at least two weeks notice of a meeting date.

6. FUNCTIONS OF THE ADVISORY COMMITTEE

- 6.1 The Committee shall bring to the attention of its constituents and the community the Letter of Accomplishment in Records and Information Management and Certificate in Applied Management—Specialization in Records and Information Management:
 - 6.1.1 by contributing names of potential registrants to existing mailing lists;
 - 6.1.2 through personal promotion to colleagues and others who could benefit from participation or from sponsoring registrants.
- 6.2 The Committee shall advise on the need for curriculum revisions to the program.
- 6.3 The Committee shall bring to the attention of the Program Director factors that are likely to affect existing or future programs, including:
 - 6.3.1 trends in records and information management study and practice
 - 6.3.2 the existence of programs which duplicate these programs
 - 6.3.3 instructional resources that would benefit the program
- 6.4 From time to time, the Committee shall recommend program evaluations and provide feedback on the outcome of program evaluations and market studies.



UNIVERSITY
OF MANITOBA

Continuing Education Division

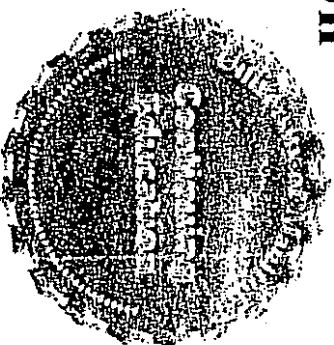
hereby certifies that on this day, the 13th of June, 2002

Student's Name

has successfully completed the certificate program in

Applied Management: Records & Information Management Specialization

Dean, Continuing Education Division



Report of the Senate Committee on Awards respecting Awards - Part APreamble

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

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

At its meeting on May 21, 2003, SCOA reviewed 12 new awards offers, and 10 award amendments.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 12 new awards and 10 award amendments, as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated May 21, 2003). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Diana Andrieu (for)

Professor R. Baydack, Chair
Senate Committee on Awards

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

APPENDIX "A"

OFFERS

LOEWEN FOUNDATION FELLOWSHIPS IN RESPONSIBLE WOOD UTILIZATION

Through a generous gift from the C.P. Loewen Family Foundation Inc., two fellowships of \$12,500 each will be offered on a one-time basis for the 2003-2004 academic session to graduate students at the University of Manitoba who are working in the area of responsible wood utilization.

The C.P. Loewen Family Foundation was established in 1973 by C.P. Loewen, an entrepreneur in Steinbach who founded Loewen Windows, a Steinbach, Manitoba-based manufacturer of wood-frame windows. The firm is owned by four of the six children of C.P. Loewen who are also the directors of the C.P. Loewen Family Foundation. They have continued to develop the Foundation and its primary areas of concern now include education, faith, environment, tolerance and respect, alleviation of poverty, and community-building in regions in which Loewen Windows employees live and work. The Foundation believes that wood is a sustainable resource that should be used responsibly by all of society. Enhancing and supporting education has been one of the primary goals of the Foundation from its inception and the Foundation Directors are pleased to have the opportunity to support research into responsible wood utilization.

The fellowships will be offered to graduate students who:

- (1) are enrolled full-time in a Master's or Ph.D.* program in the Faculty of Graduate Studies;
- (2) have achieved a minimum grade point average of 3.50 on their most recent 30 credit hours of course work; and
- (3) are conducting research that is directly related to the area of responsible wood utilization, as defined on the Foundation's website.

Applicants will be required to submit a brief description of their research and describe its relationship to responsible wood utilization. Applicants will also provide a letter of reference from their supervisor and Graduate Chair commenting on the relevance of the work to responsible wood utilization and on the applicant's ability to undertake and complete the research project.

The recipients will submit a copy of their thesis to the C.P. Loewen Family Foundation and acknowledge, when requested, the Foundation's financial contribution in any publication and presentations.

The Selection Committee shall be named by the Dean of the Faculty of Graduate Studies and shall include a representative of the Faculty of the Environment and at least one member designated by the C.P. Loewen Family Foundation.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

**R. SAMUEL MCLAUGHLIN - MMSF RESEARCH AND EDUCATION
FELLOWSHIP IN MEDICINE**

The R. Samuel McLaughlin Foundation has endowed \$500,000 to establish fellowships in the Post Graduate Medical Education (PGME) program to train academic physicians. The Manitoba Medical Services Foundation (MMSF) provides a matching \$25,000 annually to support a fellowship valued at \$50,000. The purpose of the fund is to further medical fellowship training in research or medical education. The term of the award is for one year.

To be eligible a candidate must:

- (1) be a current medical resident enrolled in the PGME program through the Faculty of Medicine at the University of Manitoba;
- (2) have successfully completed at least one training year of the program at the University of Manitoba;
- (3) be enrolled in the College of Family Physicians of Canada / Royal College of Physicians and Surgeons of Canada residency training.

Applicants will be required to submit and will be ranked on: (1) a current and complete curriculum vitae; (2) a completed application form; (3) letters of reference from two current supervisors familiar with the work of the applicant and the areas of proposed training; (4) a letter of support from the proposed supervisor; (5) evidence of research/teaching support from supervisor and/or program to fund the proposed year of training.

If the proposed location for the conduct of the research or educational program is other than Winnipeg, a justification must be submitted for the alternate location.

The award funding may be deferred if no appropriate applicant is selected.

The selection committee shall consist of the Associate Dean, (PGME), Associate Dean (Research), a representative from the MMSF, and a Resident appointed by PGME.

**I.H. ASPER SCHOOL OF BUSINESS ENTRANCE SCHOLARSHIP IN ADVANCED
LANGUAGES AND MANAGEMENT DIPLOMA**

Beginning in 2003-2004, the I.H. Asper School of Business will offer a \$1,500 entrance scholarship to a student graduating from River East Collegiate who has completed their Advanced Languages and Management Diploma. At this time, the program is unique to River East Collegiate. In the future, the I.H. Asper School of Business will evaluate expanding the scholarship to include other high schools should they begin to offer an Advanced Languages and Management Diploma. The scholarship will be offered to the student who:

- (1) has achieved a minimum of 75% in all Senior 4 courses;

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

- (2) has completed with a minimum of 75% the Senior 4 level in at least two international language programs;
- (3) has completed Management 40S with a minimum of 75%;
- (4) has completed a co-op work practicum in a location in which the target language is a primary language of communication.

Should there be no student who meets the criteria in a given year, the scholarship will not be awarded in that year.

The administration of River East Collegiate will be asked to nominate a recipient and an alternate. The nominations will be submitted to the I.H. Asper School of Business in June of each year.

For the scholarship to be disbursed the recipient must meet the following criteria:

- (1) have achieved a grade point average of at least 3.0 in University 1;
- (2) be admitted to the I.H. Asper School of Business;
- (3) be registered as a full-time student (a minimum 80% course load) in the first year of studies in the I.H. Asper School of Business.

The scholarship recipient must claim the scholarship from the I.H. Asper School of Business within fourteen months after graduating from River East Collegiate. The selection process shall be administered and finalized by the Financial Aid and Awards Office at the University of Manitoba.

BOSTON PIZZA SCHOLARSHIP

In keeping with their long held commitment to Manitoba sports and athletes, Boston Pizza has made a commitment to the University of Manitoba to support two Bison Sports annual entrance scholarships beginning with the 2003-2004 academic session. Along with the annual award contribution, Boston Pizza has pledged to make annual contributions to an endowment fund which is intended to support these scholarships once the interest generated reaches the amount required to fund the cost of the scholarships. The scholarships will be valued at the full tuition and ancillary fees of the recipient up to a maximum value \$2,500 each.

The two scholarships shall be offered to entering students who:

- (1) have completed their University of Manitoba admission requirements at a high school in Canada;
- (2) apply for consideration for admission to University 1 or any faculty or school of the University which admits students direct from high school;

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

- (3) have achieved a minimum average of 80 per cent (or equivalent) on the courses used for admission (as determined by the Financial Aid and Awards Office);
- (4) have demonstrated athletic ability in the designated sport.

Of the two scholarships, one shall be offered to a female athlete and one to a male athlete participating in intercollegiate sports at The University of Manitoba. The scholarships will be offered each year to one of the following sports on the following rotational basis: men's hockey, volleyball, basketball, and football, and women's hockey, volleyball, basketball.

The selection committee shall be named by the Dean of the Faculty of Physical Education and Recreation Studies.

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "University Academic Scholarships with an Athletic Component", currently numbered 50.10.3.5 in the CIS Operations Manual.

BRENDA LOVERIDGE BOOK PRIZE

Upon the occasion of her retirement from the School of Medical Rehabilitation, Dr. Loveridge has established a book prize for Physical Therapy students who have demonstrated excellence in cardio-respiratory clinical skills. Additional contributions have been made by the friends and colleagues of Dr. Loveridge. The first award will be offered in the 2003/2004 academic session and will be valued at the cost of the two textbooks offered as the prize.

The prize will be offered to the student who;

- (1) is enrolled as a full-time student in the School of Medical Rehabilitation, Physical Therapy program;
- (2) has achieved a cumulative grade point average of 3.5;
- (3) has achieved the highest average in the summed cardio-respiratory clinical skills (OSCE) exams.

The prize will consist of the most recent edition of the ACSM Resource Manual for Guidelines for Exercise Testing and Prescription and the ACSM Resources for Clinical Exercise Physiology: Musculo-skeletal, Neuromuscular, Neoplastic, Immunological and Hematologic, or their equivalent in future ACSM texts where new groupings of information may be offered.

The selection committee shall consist of two members of the School of Medical Rehabilitation Awards Committee representing two different disciplines (PT, OT, or RT) and the Chair of the M.Sc. (Rehabilitation) Program.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

JAL TATA AWARD

An endowment fund of \$3500 has been established in memory of Dr. Jal Tata, a faculty member in the School of Medical Rehabilitation who passed away in 1980. The fund was established by Dr. Tata's wife Liz with additional contributions made by his friends and colleagues. Dr. Tata was committed to clinically relevant research which would advance physiotherapy practice. Therefore, the award will recognize a student's graduate work and research program.

The award will first be offered in the 2003-2004 academic session at a value of \$200. In subsequent sessions the value of the award will be the available annual interest. The award will be offered to a student who:

- (1) is a physiotherapist enrolled full-time in any year of study in the Master of Science in Rehabilitation program;
- (2) has achieved a minimum graduate grade point average of 3.0;
- (3) has completed the application form which outlines the graduate student's research including objectives, methods, analysis, and clinical relevance of the project.

Applicants must submit a professional letter of reference along with the application form.

The selection committee shall consist of two members of the School of Medical Rehabilitation awards committee representing two different disciplines (PT, OT, or RT), and the Chair of the M. Sc. (Rehabilitation) program.

ROBERT I. SORONOW Q.C. PRIZE FOR DISPUTE RESOLUTION

Members of the Soronow family have established an annual prize in the Faculty of Law valued at the available annual interest generated from the endowment fund. Robert I. Soronow was a 1934 graduate of the University of Manitoba, Faculty of Law who practiced law in Winnipeg for over fifty years. The prize will first be offered for the 2003-2004 academic session.

The prize will be awarded to the student who achieves highest standing in the course Dispute Resolution: Theory and Practice (currently numbered 45.316).

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

FARM CREDIT CORPORATION BUSINESS PLANNING AWARD

The Farm Credit Corporation has established four awards at the University of Manitoba to encourage agricultural students to apply their knowledge and create "real-life" business plans. The awards will be made in the 2002-2003 academic session.

The awards will be offered to students who:

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

- (1) are enrolled full-time in the final year of study in the diploma program in the Faculty of Agricultural and Food Sciences;
- (2) are enrolled in Agricultural Business Management (course number 61.068) or Farm Business Management (course number 61.072);
- (3) as part of a group or individually have prepared a business plan for submission in one of the above courses;
- (4) have attained a minimum grade of A on the business plan submitted.

The first place business plan will receive an award valued at \$2500, the second place business plan will receive \$1500, and \$1,000 will be awarded to each of the third and fourth place business plans.

Continuation of the award beyond the 2002-2003 academic year will be reviewed by the Farm Credit Corporation and will be dependent on the availability of funding.

The selection committee shall be named by the Head of the Department of Agribusiness and Agricultural Economics and will include the instructors of Agricultural Business Management (course number 61.068) or Farm Business Management (course number 61.072).

UNIVERSITY OF MANITOBA ALUMNI ASSOCIATION ENTRANCE BURSARY

The University of Manitoba Alumni Association wishes to promote university education through the creation of a one-time entrance bursary to the University of Manitoba for the 2003-2004 academic session. One bursary, valued at \$4000, will be offered to an undergraduate student who:

- (1) is entering University 1 or any "direct-entry" faculty or school of The University of Manitoba directly from a Manitoba high school;
- (2) has completed with good standing (minimum entering average of 70 percent or comparable standing on the evaluation scale used by the school) a high school study program that makes him or her eligible to enter University 1 or any direct-entry program of the University;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application;
- (4) has applied for and obtained an assessment from the Manitoba Student Loans Program, which shows the applicants' need level to be greater than the maximum allowable by Manitoba Student Aid.

If no high school entrant meets all of the above criteria, students entering their first year of study at The University of Manitoba on mature student status and who meet all other criteria

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

will be considered for the bursary. A University of Manitoba Alumni Entrance Bursary may not be held with any other award valued at \$2500 or greater.

The selection committee shall be named by the Director of Enrolment Services and shall include two representatives of the Alumni Association.

GSA / UMSU GRADUATE BURSARY

The Graduate Students' Association (GSA) and the University of Manitoba Students' Union (UMSU) have jointly established the GSA/UMSU Graduate Bursary fund in order to provide financial support to deserving graduate students. Beginning with the 2003-2004 academic session, the available annual interest will be used to provide awards which will be valued at \$500 or \$1000 for part-time and full-time students respectively.

The bursary will be offered to graduate students who:

- (1) are registered as part-time or full-time students in the Faculty of Graduate Studies (masters or doctorate) at the University of Manitoba;
- (2) have achieved a cumulative graduate grade point average of at least 3.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Selection among eligible candidates is to be based on financial need.

As many multiple awards of \$500 or \$1,000 may be made available as can supported by the annual interest from the fund.

Selection for the GSA / UMSU Graduate Bursaries is to be based in the Financial Aid and Awards Office and administered according to standard University of Manitoba practice.

NFL / BUDWEISER RECREATION SERVICES STUDENT TRAINING AWARD

The National Football League (NFL) and Budweiser have established an endowment fund at the University of Manitoba to provide an award to a University of Manitoba Recreation Studies student to undertake a comprehensive training seminar in sport administration and management. The aim of this scholarship is to assist Recreation Studies students to further develop skills in their chosen field. This award will be valued at half of the available annual income from the fund or at \$250, whichever is greater.

The award will be offered to the student who:

- (1) is enrolled in at least 80% of a full course load in Recreation Studies at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of at least 3.0;

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

- (3) has demonstrated exceptional leadership abilities, communication and organizational skills, and involvement in and commitment to extra-curricular activities in the community;
- (4) has demonstrated involvement in sport or recreation development in Manitoba;
- (5) registers for a seminar or conference in sport administration and management.

The Coordinator of Adult Instruction, Intramurals & Leagues (or designate) shall call for nominations each winter, beginning with the winter of the 2003-2004 academic session. Applicants will submit a written statement, outlining how they have demonstrated the qualities listed above. The seminar or conference to be attended by the recipient must be approved of by the Director of Recreation Services. Application forms will be submitted to the Coordinator of Adult Instruction, Intramurals & Leagues.

The selection committee shall be named by the Director of Recreation Services and shall include the Director of Recreation Services, the Coordinator of Adult Instruction, Intramurals & Leagues (or designate) and the Dean of the Faculty of Physical Education and Recreation Studies (or designate).

CHARLES RUSEN BURSARY IN DENTISTRY

Through a gift from Dr. Monty Hall and a matching contribution from the Manitoba Scholarship and Bursary Initiative, a fund has been created at the University of Manitoba to honour Dr. Hall's uncle, Dr. Charles Rusen.

Dr. Charles D. Rusen was born in Winnipeg and educated at St. John's High School and the University of Manitoba before graduating from dentistry from the University of Minnesota in 1938, and from the University of Alberta in 1939. He was part of the original Dental Faculty when the University of Manitoba opened its dental school in 1958 and remained on staff as a clinical instructor for about 15 years. Dr. Rusen continued to practice dentistry in Winnipeg for 55 years until his retirement in 1994.

This fund shall support annual bursaries (beginning in the fall of 2003), the number and value of which shall be decided each year by the selection committee, based on the available annual income from the fund and the demonstrated need of the applicants. These bursaries shall be offered to students who:

- (1) are enrolled in the first year of studies in the Faculty of Dentistry at the University of Manitoba;
- (2) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003
AMENDMENTS

RAYMOND CURRIE GRADUATE FELLOWSHIP

The terms of reference for this fellowship offered to a graduate student in any program delivered by a Department in the Faculty of Arts currently states that applications will be solicited in January, with a winner announced in the early spring. At the request of the donor and the Faculty this shall be amended to a more appropriate time frame. Applications will now be solicited in May, with a winner to be announced by late June.

RODERICK McKENZIE SCHOLARSHIP

The terms of reference for this scholarship in the Faculty of Agricultural and Food Sciences will undergo two minor amendments. For the purpose of clarity, the general term 'degree program' will be specified as **B.Sc. (Agriculture) degree programs**. The courses that the student must achieve highest standing in will be amended to be brought into line with current course numbers. The courses are Crops and Soils, Genetics, and Statistics (currently numbered 65.150, 39.252, 5.100).

CYRIL L. ANDERSON - RIDLEY CANADA LIMITED GRADUATE FELLOWSHIP

The terms of reference for this graduate award in the Department of Animal Science shall be amended to include the statement, "This fellowship cannot be held with any other graduate award valued at \$6000 or more."

INTERNATIONAL COLLEGE OF DENTISTS SCHOLARSHIP

The terms of reference for this award in the Faculty of Dentistry will be amended to add that the scholarship shall not be shared. It is the wish of the International College of Dentistry for their award to always be awarded to a single recipient and at their request the statement will be added to clarify this in the terms of reference.

G. SYDNEY HALTER, O.C., Q.C. MEMORIAL BURSARY

As a request from the donor of this bursary, the value of the two bursaries will increase to \$1800 each (from \$750) for the 2003-2004 academic session.

BETTY MORTON CHRISTIAN SCHOLARSHIP IN HUMAN ECOLOGY

This award in the Faculty of Human Ecology shall undergo an amendment due to changes in the Department of Family Studies program. The scholarship is currently offered to a student who "has declared a major in the Department of Family Studies (specifically in the Child Studies Concentration) and who continues as a full-time student in Family Studies (Child Studies Concentration)". This will be amended to state, "has declared a major in the Department of Family Studies (Child and Adolescent Option) and continues as a full-time student in Family Studies (Child and Adolescent Option)".

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

ARTHUR V. MAURO SENIOR STUDENT AWARD

This award in the Faculty of Graduate Studies shall be amended in order to clarify the intent of the terms of reference. Criterion one originally stated, "has achieved high academic standing (at least a 3.5 cumulative grade point average overall) while enroled in full-time study (at least 60% of a full-course load) in each of the last three years of undergraduate study". To clarify the intent of this statement, it will be divided into two separate points as follows:

- (1) has achieved high academic standing (at least a 3.5 cumulative grade point average overall) in their undergraduate program;
- (2) was enroled in full-time study (at least 60% of a full-course load) in each of the last three years of undergraduate study;

Criterion two originally stated, "is enrolled in the Faculty of Graduate Studies for the first year of studies within three years of completing the undergraduate program." To more closely follow the original intent of the award, this will be revised to, "is seeking admission to the Faculty of Graduate Studies for their first year of graduate studies which will be within three years of having completed their undergraduate degree." This will be renumbered to point three.

To enhance clarity for the selection process, the following statement will be added to the terms of reference, "The committee will consider the candidates' GPAs and their contributions to the university community and to the larger community outside the university as demonstrated in the two-page letter outlining these contributions, with more emphasis given to the latter criterion."

C. THOMAS SHAY SCHOLARSHIP

The terms of reference for this award in the Faculty of Graduate Studies shall undergo two amendments. First, a representative of the Faculty of Graduate Studies will be added to the composition of the selection committee. Second, the following criterion will be added, "Qualifications will include a grade point average of at least 3.0 for the last 12 credit hours completed."

MARIA STANSON MEMORIAL SCHOLARSHIP

The value of this scholarship in the Faculty of Engineering will be increased to \$1,500 (from \$600).

**UNIVERSITY OF MANITOBA / UNIVERSITY OF TRIER
STUDENT EXCHANGE SCHOLARSHIPS**

The terms of reference for this scholarship shall undergo an amendment. The composition of the selection committee shall be amended to include the Associate Dean of Arts (or designate) who shall serve as chair, the Head of the Department of German and Slavic Studies (or designate), and the Executive Assistant to the Dean of Arts, who shall serve as secretary to the Committee.

June 5, 2003

Report of the Senate Executive Committee

Preamble

1. The terms of reference for the Senate Executive Committee are found in Section 7.2 of the *Senate Handbook* (revised 2000).
2. The Senate Executive Committee held its regular monthly meeting on June 5, 2003.

Observations

1. Speaker for the Senate Executive Committee

Dean David Collins will be the Speaker for the Executive Committee for the June meeting of Senate.

2. Nominations to the Senate Committee on Nominations

There are currently two student vacancies on the Senate Committee on Nominations. Members of the Committee are nominated by the Senate Executive Committee and elected by Senate (see recommendation below).

3. Comments of the Senate Executive Committee

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

Recommendation

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate for terms ending October 14, 2004:

Ms. Erin Prosser (UMSU)
Ms. Suzanne Ronald (Graduate Students' Association)

Respectfully submitted,

Dr. Emőke Szathmáry, Chair
Senate Executive Committee

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

/jml

May 28, 2003

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2003-2004

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 2003-04.

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 2003-04. 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 2003-04. 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,

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, May 28, 2003

Cross-Registered Courses to be Offered at ATCs for 2003-04, with Proposed Instructors

U of M Dept, School or Faculty	Course No.	WCBC	PTE
Faculty of Arts			
French, Spanish & Italian	044.118	Irene Raymond, M.A.	
History	011.135	Lloyd Penner, Ph.D.	
	011.136	Lloyd Penner, Ph.D.	
Psychology	017.120	Joseph Campbell, Ph.D.	
Religion	020.216	Donald Burke, Ph.D.	
	020.217	Roy Jeal, Ph.D.	
	020.112	Jonathan Dyck, Ph.D.	
	020.259	James Read, Ph.D.	
	020.380	Donald Burke, Ph.D.	
Sociology	077.120	Cheryl Albas, Ph.D.	
Theatre	154.217		Brian Drader/ Stephen Sim/ Demetra Hajidiacos/ Arne MacPherson/ Bob Metcalf/ Csilla Przibislavsky/ Nancy Drake/ Katherine Twaddle/ Chris Sigurdson
	154.218		Brian Drader/ Stephen Sim/ Demetra Hajidiacos/ Arne MacPherson/ Bob Metcalf/ Csilla Przibislavsky/ Nancy Drake/ Katherine Twaddle/ Chris Sigurdson

	154.249 ¹		Brian Drader/ Stephen Sim/ Demetra Hajidiacos/ Arne MacPherson/ Bob Metcalf/ Csilla Przibislavsky/ Nancy Drake/ Katherine Twaddle/ Chris Sigurdson
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¹ 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.

Report of the Senate Committee on Awards respecting Awards - Part BPreamble

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)

Observation

At its meeting on May 21, 2003, Senate Committee on Awards reviewed 3 new applications that appear to be discriminatory under policy number 419. The committee received letters of support for the Vision Quest Bursary from Dr. Jerry Grey, Dean of the I.H. Asper School of Business and Kali Storm, Director of the Aboriginal Student Centre. The committee also received letters of support for the NFL / Budweiser Recreation Services Aboriginal Student Development Award from Dr. Dennis Hrycaiko, Dean of the Faculty of Physical Education and Recreation Studies, and Kali Storm, Director of the Aboriginal Student Centre. Letters of support for the TRLabs Scholarship were received from Dr. Brian Stimpson, Associate Dean (Undergraduate Programs), Faculty of Engineering, Dr. John Bate, Head of the Department of Computer Science, and Kali Storm, Director of the Aboriginal Student Centre.

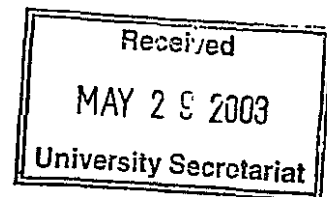
Recommendation

The Senate Committee on Awards recommends that Senate approve and recommend that the Board of Governors approve the Vision Quest Bursary, NFL / Budweiser Recreation Services Aboriginal Student Development Award, and the TRLabs Scholarship as set out in Appendix A of the Report of the Senate Committee on Awards, Part B dated May 21, 2003

Respectfully submitted,

Diana Cindric (for)

Professor R. Baydack, Chair
Senate Committee on Awards

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

APPENDIX "A"

OFFERS

VISION QUEST BURSARY

Vision Quest Conferences Inc. has established a fund at the University of Manitoba to provide a bursary to assist Aboriginal students in the I.H. Asper School of Business. A bursary, valued at \$1,000, will be offered annually to an undergraduate student who :

- (1) is Aboriginal (Status, non-Status, Metis, Inuit);
- (2) is enrolled as a full-time student in the I.H. Asper School of Business at The University of Manitoba;
- (3) has completed at least one year of study in the I.H. Asper School of Business;
- (4) has achieved a minimum cumulative grade point average of 3.0;
- (5) has demonstrated involvement in the Aboriginal community;
- (6) has demonstrated financial need on the standard University of Manitoba bursary application form.

In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) of how the applicant has demonstrated involvement in the Aboriginal community.

The bursary recipient will be extended an invitation to attend the Vision Quest Conference, usually held in the month of May, following the regular session in which the bursary is tenable. Vision Quest Conference requests that the recipient act as a representative of the Aboriginal community by having their name publicized and announced at the Vision Quest Conference. Vision Quest Conference will obtain a signed consent form from recipients indicating their willingness to have their name publicized and announced. A copy of the consent form will be submitted to the Financial Aid and Award Office at the University of Manitoba.

The selection committee shall be named by the Dean of the I.H. Asper School of Business and shall include at least one representative of Vision Quest Conferences Inc.

**NFL / BUDWEISER RECREATION SERVICES
ABORIGINAL STUDENT DEVELOPMENT AWARD**

The National Football League (NFL) and Budweiser have established an endowment fund at the University of Manitoba to provide an award to encourage and financially assist Aboriginal students to pursue post-secondary recreation studies at the University of Manitoba. The

SENATE COMMITTEE ON AWARDS REPORT TO SENATE - MAY 21, 2003

scholarship will assist in providing career path opportunities for Aboriginal people in sport. Preference will be given to those participating in community activities and in peer leadership roles. This award will be valued at half of the available annual income from the fund or at \$250, whichever is greater.

The award will be offered to the student who:

- (1) is enrolled in at least 80% of a full course load in Recreation Studies at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of at least 3.0;
- (3) is Aboriginal (Status, non-Status, Metis, Inuit);
- (4) has demonstrated exceptional leadership abilities, communication and organizational skills, and involvement in and commitment to extra-curricular activities in the community.

The Coordinator of Adult Instruction, Intramurals & Leagues (or designate) shall call for nominations each winter, beginning with the winter of the 2003-2004 academic session. Applicants will submit a written statement, outlining how they have demonstrated the qualities listed above. Application forms will be submitted to the Coordinator of Adult Instruction, Intramurals & Leagues.

The selection committee shall be named by the Director of Recreation Services and shall include the Director of Recreation Services, the Coordinator of Adult Instruction, Intramurals & Leagues (or designate) and the Dean of the Faculty of Physical Education and Recreation Studies (or designate).

TRLABS SCHOLARSHIP

TRLabs has established an annual scholarship at the University of Manitoba, valued at \$1000, to be offered to a student who:

- (1) is Aboriginal (Status, non-Status, Metis, Inuit);
- (2) is enrolled in the third or fourth year of a program in Electrical Engineering, Computer Engineering or Computer Science;
- (3) has achieved a minimum cumulative grade point average of 3.50;

*The scholarship recipient will be considered for employment with TRLabs or a TRLabs affiliated researcher for the summer following the session in which the scholarship is tenable.

The selection committee shall be the Scholarships, Bursaries, and Awards Committee in the Faculty of Engineering and shall include one representative of the Department of Computer Science.




UNIVERSITY
OF MANITOBA

Asper School of Business
Faculty of Management

Jerry L. Gray, Ph.D.
Dean and CA Manitoba Chair in Business Leadership
314 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone (204) 474-8434
Fax (204) 474-7928
jerry_gray@umanitoba.ca

DATE: May 20, 2003

TO: Senate Committee on Awards
c/o Ms Diana Cindric, Awards Establishment Coordinator
Financial Aid and Awards Office

FROM: Dr. Jerry L. Gray, Dean, Asper School of Business 

SUBJECT: VISION QUEST BURSARY

The Asper School of Business is committed to growth in Aboriginal Business Education. Consistent with this priority, I am writing in support of the Vision Quest Bursary.

During Regular Session 2002-2003, a total of 20 aboriginal students studied in the Aboriginal Business Education Program of the Asper School of Business, approximately 1.4% of our total student population of 1436 full and part time students. As aboriginal peoples represent 13.6% of Manitoba's population,¹ aboriginal students are under-represented at the Asper School of Business in comparison to the general population.

Over the past five years, the ratio of students enrolled in the Asper School of Business Aboriginal Business Education Program relative to the total number of Asper School of Business students (full and part time) was: 1997-1998: 11/1317 (0.8%); 1998-1999: 11/1329 (0.8%); 1999-2000: 17/1352 (1.3%); 2000-2001: 17/1424 (1.2%); 2001-2002: 19/1447 (1.3%). Clearly, aboriginal students have a history of being under-represented relative to the total Asper School of Business student population.

The Vision Quest Bursary will provide support to aboriginal students enrolled in the Bachelor of Commerce (Honours) program in the Asper School of Business. Given the Asper School's commitment to growth in Aboriginal Business Education, and given the under-representation of aboriginal students in the Asper School of Business, I strongly support the offering of this bursary.

JMJ/

¹Statistics Canada, 2001 Census.



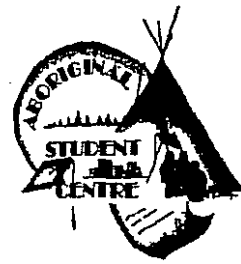


UNIVERSITY
OF MANITOBA

Aboriginal Student Centre

January 3, 2003

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Diana Cindric
Awards Establishment Coordinator
417 University Centre



537 University Centre
Winnipeg, Manitoba R3T 2N2
Telephone (204) 474-8850
Fax (204) 275-3142
Toll Free in Manitoba
1-800-432-1960 ext. 8850
asc@umanitoba.ca

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the Vision Quest Bursary designed to assist Aboriginal students in the Asper School of Business.

As the Director of the Aboriginal Student Centre, I can verify that financial strain is the leading cause for Aboriginal students leaving school before graduation. It is common knowledge that many Aboriginal peoples live in poverty and whereas a university education can help rectify this, most cannot afford to do so. It is only reasonable that the University of Manitoba would want to assist in rectifying this situation with or without the declared commitments made in the Strategic Plan.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through programs and faculties. The Vision Quest Bursary is an example of a Faculty wanting to assist with the financial difficulties faced by some of their students. For many Aboriginal students, attending university requires moving away from home knowing there is little or no financial assistance available from their families should they need it.

I trust that the Senate committee will approve this bursary and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the Asper School of Business.

In education, mee-gwetch!

Kali Storm
Director, Aboriginal Student Centre



UNIVERSITY
OF MANITOBAFaculty of Physical Education
and Recreation Studies

May 28, 2003

Senate Committee on Awards
Diana Cindric, Awards Establishment Coordinator
Financial Aid and Awards Office

NFL/Budweiser Recreation Services Aboriginal Student Development Award

Dear Ms. Cindric and Senate Committee:

Please accept this letter as formal support for the NFL/Budweiser Recreation Services Aboriginal Student Development Award. This award was made possible through the efforts of the University of Manitoba Intramural Championship Flag Football program that won \$10,000 to be used in scholarship development.

The Access Program states that there are roughly 1200 full and part time Aboriginal students enrolled at the U of M comprising approximately 4.8% of the total student population. This is a clear indicator that Aboriginal students in general are underrepresented.

Recreation Services and the Faculty of Physical Education and Recreation Studies recognize the importance of providing financial opportunities to students pursuing a career in recreation. As the Faculty currently holds 100 students in Recreation Studies for 2002-2003, Aboriginal students comprise only 3% of this total.

Recreation Services is cognizant of the issues facing Aboriginal students and would like to contribute by creating a scholarship initiative. Aboriginal people from financially disadvantaged backgrounds generally may feel more comfortable applying if there is a possibility that a scholarship will be available to lessen the financial burden.

Recreation Services and the Faculty of Physical Education and Recreation Studies strongly support the proposal to establish this award. It ultimately will assist in the recruitment efforts and will provide financial support to students.

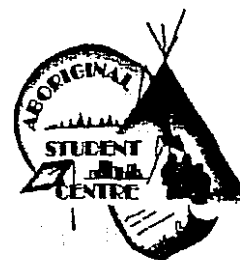
Dennis Hrycaiko
Dean, Faculty of Physical Education
and Recreation StudiesGary Thompson
Director, Recreation Services



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OF MANITOBA

Aboriginal Student Centre

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537 University Centre
Winnipeg, Manitoba R3T 2N2
Telephone (204) 474-8850
Fax (204) 275-3142
Toll Free in Manitoba
1-800-432-1960 ext. 8850
asc@umanitoba.ca

April 1, 2003

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Diana Cindric
Awards Establishment Coordinator
417 University Centre

Dear Dr. Baydack & Senate Committee:

Please accept this letter as formal support for the NFL/Budweiser Recreation Services Aboriginal Student Development Award designed to assist an Aboriginal student in the Faculty of Physical Education and Recreation Studies.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through initiatives such as this. The NFL/Budweiser Award is an example of a Faculty wanting to reward students who have done well, in addition to the recruitment factor for a specific area of study (Recreation Studies focus). The number of Aboriginal students reported in the Faculty of Physical Education and Recreation Studies is low and assistance would be helpful in order to increase the numbers. Offering a scholarship, such as the one being proposed by the Faculty is a great idea and one I would like to support. Recreation Studies is of a growing interest in the Aboriginal communities and widely supported by both our communities and our leaders.

I trust that the Senate committee will approve this scholarship and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the Faculty of Physical Education and Recreation Studies.

In education, mee-gwetch!

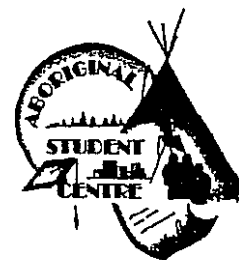
Kali Storm, Director
Aboriginal Student Centre



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OF MANITOBA

Aboriginal Student Centre


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537 University Centre
Winnipeg, Manitoba R3T 2N2
Telephone (204) 474-8850
Fax (204) 275-3142
Toll Free in Manitoba
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MEMORANDUM

TO: Diana Cindric, Awards Establishment Coordinator

FROM: Kali Storm, Director, Aboriginal Student Centre 

RE: Aboriginal student statistics

DATE: April 16, 2003

.....

The following statistics are provided in support of the proposed NFL/Budweiser Recreation Studies Development Award.

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are 55,755 Aboriginal people in Winnipeg, or 8.4% of the population.
- There are 929 Aboriginal students who self-declared at University of Manitoba, or 4.3% of the undergraduate population.
- 2.9% of the Aboriginal population in Manitoba have completed university vs. 12.6% of the non-Aboriginal population.
- There are 12 self-declared Aboriginal students in the Faculty of Physical Education and Recreation Studies, or 1.3% of the population.

* Statistics are from the Government of Canada 'Aboriginal People in Manitoba' and from Institutional Analysis 'A Profile of Canadian Aboriginal Students at The University of Manitoba'.



THE UNIVERSITY OF MANITOBA
Inter-Departmental Correspondence
DEAN'S OFFICE - Room 349 Engineering Building

DATE: May 28, 2003

TO: Rick Baydack, Chair, Senate Committee on Awards

FROM: Brian Stimpson, Associate Dean (Undergraduate Programs), Faculty of Engineering */B Stimpson*

RE: CONSENT TO ADMINISTER THE TRILabs SCHOLARSHIP OFFERED TO ABORIGINAL STUDENTS IN THE 3RD AND 4TH YEARS OF THE COMPUTER AND ELECTRICAL ENGINEERING DEGREE PROGRAMS

The number of self-declared Aboriginals in the 3rd and 4th years of Computer and Electrical Engineering program is low relative to the percentage of Aboriginals residing in Manitoba (12-15%.) The data is listed below.

ELECTRICAL	1999-2000	2000-2001	2001-2002	2002-2003
Second Year	1	1	1	0
Third Year	0	1	1	1
Fourth Year	0	0	1	1
COMPUTER	1999-2000	2000-2001	2001-2002	2002-2003
Second Year	0	1	0	2
Third Year	2	0	1	0
Fourth Year	0	2	1	1
TOTAL	3	5	5	5

Despite the recognition of the Engineering Access Program (ENGAP) as the most successful in Canada, as measured by the number of graduates, it can be even more successful. One component for greater success is more bursaries and scholarships for Aboriginal students throughout their time in University. More financial support will assist both recruitment and retention.

The Faculty recognizes its responsibility to continue its efforts to increase Aboriginal participation in the engineering profession and views the TRILabs Scholarship as a significant contribution and symbol of the profession's commitment. Therefore, the Faculty's consent is given to the administration of this award, notwithstanding Policy 419 on discrimination in scholarships, bursaries and scholarships.

COPY: R. Herrmann, Director, ENGAP
 BS/pp



UNIVERSITY
OF MANITOBA

March 19, 2003

To: Dr. Rick Baydack, Chair, Senate Committee on Awards

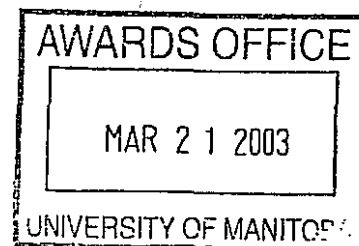
From: John Bate, Head, Department of Computer Science

Re: TRLabs Scholarship

The Department of Computer Science supports the establishment of the TRLabs Scholarship, which will encourage Aboriginal students in Engineering and Computer Science. There is no doubt that such students are greatly underrepresented in our department. It is not always easy to identify Aboriginal students, and in fact I have only recently learned that one of our most promising graduate students is in this category. Over a 25-year period, I can recall only one other Aboriginal student in Computer Science, making a total of two. We currently have over 400 undergraduate students and 100 graduate students.

Yours truly,

John Bate





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UNIVERSITY
OF MANITOBA

Aboriginal Student Centre



537 University Centre
Winnipeg, Manitoba R3T 2N2
Telephone (204) 474-8850
Fax (204) 275-3142
Toll Free in Manitoba
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March 28, 2003

Dr. Rick Baydack
Chair of the Senate Committee on Awards
C/o Ms. Diana Cindric
Awards Establishment Coordinator
417 University Centre

Dear Dr. Baydack & Senate Committee:

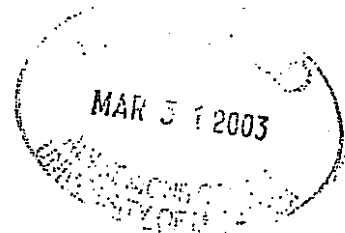
Please accept this letter as formal support for the TRILabs scholarship designed to assist an Aboriginal student in Electrical or Computer Engineering or in Computer Science.

The number of Aboriginal students attending the University of Manitoba continues to increase and, I believe, is partially due to the financial assistance made available through initiatives such as this. The TRILab Scholarship is an example of an organization wanting to reward a student who has done well, in addition to the recruitment factor for very specific areas of study. The number of Aboriginal students in Engineering is growing but assistance is needed to increase the number, especially in the above specified fields. Offering a scholarship, such as the one being proposed by TRILabs is a great idea and one I would like to support.

I trust that the Senate committee will approve this scholarship and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students in the identified areas of Computers and Engineering.

In education, mee-gwetch!

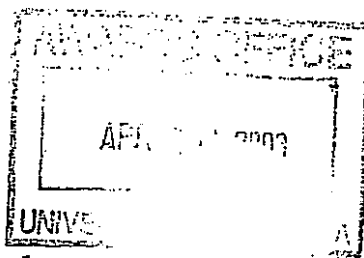
Kali Storm, Director
Aboriginal Student Centre





UNIVERSITY
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MEMORANDUM

TO: Diana Cindric, Awards Establishment Coordinator

FROM: Kali Storm, Director, Aboriginal Student Centre 

RE: Aboriginal student statistics

DATE: April 16, 2003

.....

The following statistics are provided in support of the proposed TR Labs Scholarship.

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are 55,755 Aboriginal people in Winnipeg, or 8.4% of the population.
- There are 929 Aboriginal students who self-declared at University of Manitoba, or 4.3% of the undergraduate population.
- 2.9% of the Aboriginal population in Manitoba have completed university vs. 12.6% of the non-Aboriginal population.
- There are 28 self-declared Aboriginal students in the Faculty of Engineering, or 3% (far fewer in the Computer Engineering stream) of the population.
- There are 37 self-declared in the Faculty of Science, or 4% of the population. This number would be much smaller for the specific department of Computer Science.

* Statistics are from the Government of Canada 'Aboriginal People in Manitoba' and from Institutional Analysis 'A Profile of Canadian Aboriginal Students at The University of Manitoba'.

BUILDING FOR A BRIGHT FUTURE

A strategic academic plan for the University of Manitoba

A CAPSULE OF HISTORY AND AN OUTLOOK ON THE 21ST CENTURY

In 1877, just seven years after the Province of Manitoba came into being, its legislature established the first university in western Canada, and named it after the province. The creation of the University of Manitoba was a sign of the times - of optimism and a sense of destiny, in which the university's champion, Lieutenant-Governor Alexander Morris, saw an opportunity to position the province and shape its future.

Where there is a will, there is a way, but it is fact also that over its 126 year history the University of Manitoba has had its share of conflict and adversity. Through it all the institution has stayed the course, evolving in form and function as it developed its most enduring character: a stubbornness to be what a university should be, to be first-rate in the things that matter. In the beginning the University provided Manitoba with a continuous stream of educated local talent to minister to and provide leadership in a vigorous, pluralistic, frontier society. The advent of the new millennium has raised the spectre of a new frontier, in which innovation and learning are paramount. Public awareness of the impact of research and scholarship on our province and nation has never been stronger, and the benefits accruing to educated individuals and to their communities are well known. With this knowledge have come new challenges to the University from federal, provincial and municipal sectors of government - challenges that the institution is poised to meet as it aims high to remain among the best of Canada's research-intensive universities and simultaneously to be the leader in educating a broad sector of our society.

Public Expectations of the University in the 21st Century

The Government of Canada's innovation and learning agendas are matched by the Province of Manitoba's own priorities in the domains of research and post-secondary education, and the City of Winnipeg has plans for further economic development. Both the Manitoba and the Winnipeg Chambers of Commerce are advocating for the development of clusters of economic strength, which not only build on what exists, but which also create new opportunities for sustained prosperity and growth.

The expectations placed on the University of Manitoba reflect an underlying confidence that the institution has the capacity to deliver what is necessary to assure Manitoba's future. These include a continuing emphasis on education,

- to increase the pool of university graduates of aboriginal ancestry to assure the province's economic, social, and cultural growth;
- to keep talented young people in Manitoba by expanding their opportunities through a university education appropriate for the 21st century;
- to attract immigrants from all parts of the world;

- to create continuous opportunities for lifelong learning;
- to provide highly qualified people
 - to replace the baby-boom cohort nearing retirement;
 - to attract and keep knowledge-based industries in the province.

All sectors of government look to the University,

- to undertake more research, scholarship and creative work, especially in areas
 - supported by the federal granting agencies;
 - supported by provincial agencies;
 - defined as being of strategic importance to Manitoba, given the climatic and geographic features of the province, and the cultural and social characteristics of its people;
- to increase the commercialization of research findings;
- to foster expertise in innovation and entrepreneurship within and in the intersection of economic, social and cultural domains;
- to assist with improving external awareness of the Province of Manitoba and City of Winnipeg, as places that have strong knowledge-based economic sectors, and where innovative research and scholarship lead economic, social and cultural development.

A fascinating aspect of the establishment of the University of Manitoba in 1877 was the extension of provincial control over higher education, without the Province paying for the costs of instruction, or providing the necessary facilities. Though this changed over time, as provincial grants augmented by tuition fees made university operations possible, the fiscal reality of the University has been the economic reality of the Province. As it had to reduce expenditures, so did the University; as economic conditions ameliorated for the Province, they also became better for the University. Nevertheless, to all expansion there is a limit, and this is true in the 21st century regardless of expectations posed for the University. Thus, a full appreciation of the environmental context of the University of Manitoba at the onset of the 21st century is that the University will need to

- be vigilant in maintaining the appropriate blend of efficiency and effectiveness to meet the varied expectations of federal, provincial and municipal governments;
- continue educational and research activities that reflect an understanding of the world;
- remain true to the principles that have assured its endurance over its 126 year history.

The University of Manitoba's Expectations of Itself at the Onset of the 21st Century

Mission of the University of Manitoba

To create, preserve and communicate knowledge, and thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

Building on Strengths, the last strategic plan of the University of Manitoba was set in 1998, and the *Final Report on the Status of the Recommendations* was released in September of 2002. Only 3.5 percent of the recommendations were not pursued by choice, though a larger percentage required more resources to be properly implemented. Nevertheless, the vision adopted five years ago remains in force. *Building on Strengths* put the University of Manitoba on a path to affirm its place among the best of Canadian universities, where it will be respected,

- for its knowledge of the world;
- for understanding the complexities of its prairie province in its cultural, socioeconomic and scientific dimensions;
- for articulating its understanding according to international standards of science and scholarship;
- for being central to the development of Manitoba's knowledge-based society.

Simultaneously the University declared in *Building on Strengths* that, as it seeks to attain its vision, it will remain true to the principles¹ that define its evolved and evolving character. The full definitions of these principles are highlighted in boxes throughout this document. In brief, the bedrock of the University's moral compass is formed by its commitment to

- | | |
|------------------------|-----------------------------|
| • excellence | • integrity |
| • selectivity | • innovation |
| • equity and diversity | • responsibility to society |
| • academic freedom | • accountability |

What remains is for the University to decide how it will meet public expectations of it at the onset of the 21st century, and stay the course to go the next step in attaining its sharpened vision,

"To affirm the position of the University of Manitoba among the best of Canada's research-intensive institutions and to lead our nation in demonstrating a commitment to the education of a broad sector of society."

¹ Endorsed by Senate and approved by the Board of Governors in 1998.

What Must the University Do to Achieve its Vision?

This document outlines a set of challenges to the members of the University of Manitoba to take responsibility, as appropriate, for the transformation of their institution according to a set of ideas and ideals. The challenges reflect the consensus arising from the deliberations of the Strategic Planning Committee, after consultations with many sectors of the community, not only at the beginning of the planning process, but towards its end also, in public hearings that provided commentary on the Planning Committee's Interim Report.

Excellence. Quality in what we do comes first. For this reason we aspire to excellence in undergraduate and graduate teaching, and in research, scholarship and creative work. We expect superior performance of our faculty, staff and students.

With the publication of this final report and its challenges, all members of the University should assume that the challenges are theirs to address. Some apply to every member of staff and to every student. Others require a response either by the academic staff or by the support staff, as the specific challenge indicates. Everyone needs to think about the priorities identified in this report; every member of the University needs to determine *what* he or she will do to move the University of Manitoba forward in three domains: (1) teaching; (2) research, scholarship and creative work; and (3) service within and beyond one's home unit.

FIVE INSTITUTIONAL PRIORITIES FOR SUCCESS

1. Provide Access to an Exceptional Education

High quality academic programs require an environment that is conducive to success. The one common focus in an institution that regards equity and diversity as core principles is intellectual achievement; thus our highest priority must be student success. Students are attracted to challenging curricula when they believe not only that they can master the subject matter, but also that the knowledge gained will provide them with lasting value according to their own yardsticks of importance, not only society's judgments.

Selectivity. Our uniqueness in Manitoba lies in our mandate to offer professional and graduate education, to take a leadership role in advancing scholarly understanding and creative expression, and to generate new knowledge. These foci create an enriched learning environment for undergraduate students and an outstanding environment in our areas of academic strength. It is in the latter areas that our graduate and professional programs should be concentrated. We will identify our academic strengths and build on them.

The challenges for the University in its multi-pronged approach to promoting student success are to

- foster an atmosphere that promotes student success. Such an environment is tangible in and out of classrooms, laboratories, studios and libraries. It thrives when the attitude exhibited by staff is positive, whether dealing with students or with each other, and when the University's academic and administrative procedures are aligned to facilitate student success;
- re-think the undergraduate curriculum. A sound university education requires grounding in the liberal arts, but this requirement needs to be balanced with other areas of knowledge that are equally critical to securing an education of lasting value in the 21st century. The most frequently cited subjects with which all graduates ought to have acquaintance range across differing domains of knowledge, and include issues in ethics, the environment, information technology, and genetics;
- promote multi-/inter-disciplinary studies that allow students to integrate knowledge across disciplinary boundaries. Emerging areas of interest are not contained in disciplinary and faculty silos. The provision of an education that teaches undergraduates how to approach complex problems, to analyze them, and to solve them lies at the heart of problem-based learning;
- recognize and celebrate excellence in our students, faculty and staff. Student success is enhanced when students recognize and emulate excellence in all its manifestations. Recognizing excellence not only affirms the respect of the University community, but it also draws local, national and international attention to those who are the exemplars of the best in all areas of activity;

Domains of Knowledge at the University of Manitoba include: health sciences, humanities, natural sciences, physical and applied sciences, social sciences, performing and visual arts, and selected interdisciplinary fields of study.

Equity and Diversity. We believe in the inherent dignity of all people. All who have the potential to succeed at our University should have access to it. We respect our differences, celebrate our commonalities, and are united in our mutual focus on intellectual achievement. We promote equity in access to our programs and employment and in the conduct of the University's affairs.

- create a welcoming, inclusive and safe environment on the University's campuses, where respect and civility are the norm. Success in formal learning requires an informal learning environment in which students, faculty and staff also respect each other's inherent dignity.

2. Attract and Retain the Best

Building a great university is not possible without great academic staff, nor can academic staff function in an environment that lacks great administrative, clerical, technical and trades staff and skilled workers. The competition for talented people is always keen, and it will be particularly

- foster an atmosphere that promotes student success. Such an environment is tangible in and out of classrooms, laboratories, studios and libraries. It thrives when the attitude exhibited by staff is positive, whether dealing with students or with each other, and when the University's academic and administrative procedures are aligned to facilitate student success;
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so for academic staff whose numbers will rapidly diminish as the "baby-boom generation" approaches retirement.

The Challenges for the University are to

- create a learning environment that will provide individuals with a reason to choose the University of Manitoba as their place of career and locus of intellectual life;
- develop an effective and efficient recruitment and retention strategy for academic staff that takes into account demographic and spousal hiring issues;
- support the development of strategies, where appropriate, to provide employees with opportunities to obtain advanced degrees, while assuring the prevention of departmental, school or faculty "inbreeding" that would limit the University's intellectual advancement;
- expand mentorship programs for new staff to facilitate their transition to the culture of the University of Manitoba.

Academic freedom. We will protect the right of everyone in our academic community to intellectual independence and critical inquiry. Advancement of understanding in research, scholarship and creative work and the transmission of that knowledge to students requires the privilege of speaking and writing freely. Members of our University have a personal and institutional commitment to academic freedom in the performance of their academic duties.

3. Be a Centre for Research and Graduate Education that Makes a Difference to our Province, our Nation and our World

The University of Manitoba has areas of established research strength and emerging research strengths, and it must build national and international recognition for excellence in selected areas of research activity. It is worth noting that the research undertaken here includes scholarship and creative work, and encompasses all inquiry and innovation. The University needs also to be recognized for its essential role in enabling and empowering the local community through knowledge and innovation, and by providing the critical pool of highly skilled personnel to sustain and to advance Manitoba's economic, social and cultural development.

The Challenges for the University are to

- advance a research ethos that is fully integrated into the fabric of the University. A true research culture both informs and transcends undergraduate education, and is intertwined with excellence in graduate education and training;
- increase the level of graduate student funding. The presence of graduate students is an index of

Integrity. We are committed to intellectual honesty, and our actions will continue to be consistent with our beliefs.

research intensity in most disciplines. An appropriate level of graduate funding is an essential ingredient in the support of graduate studies and strengthens the University's research base;

- build a graduate culture that assures graduate student learning and self-reliance, while fostering a timely completion of graduate studies;
- develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education. Manitoba's multi-ethnic society is well-served by the University's having a highly diverse student body. In such a group ordinary interactions among students promote inter-cultural understanding, and build a sense of community. This is further advanced when the diversity of faculty in Manitoba's colleges and universities, and the province's clusters of research development include the full intellectual strengths of peoples of Aboriginal ancestry. To tap into this strength, graduate education is necessary;
- make more explicit the link between hiring and other resource allocation decisions, and the research needs and the research mission of the University. The decision to advertise a probationary academic appointment, for example, must make explicit that such an appointment is expected to advance the mission of the University on both the educational and the research, scholarly or creative fronts, and appointments must be consistent with such expectations;
- build broad awareness of the University's research expertise and capabilities, and foster the development of partnerships of all kinds, within the University and outside it. Building awareness of research strengths and interests, breaking down of internal barriers to research across departmental, school and faculty boundaries, and revising processes that discourage research collaboration are necessary steps to advance the University's research strengths;

Innovation. We believe in change to maximize opportunities for learning and to bring about a pedagogic excellence. We appreciate the roles of experimentation and free exploration in fostering discovery. We accept the responsibility to identify ways to transfer knowledge easily and quickly for the betterment of society.

4. Provide the Human, Physical and Technological Infrastructure Necessary for Learning and Research

Faculty, staff and students are more likely to join a university and remain at that university, if the physical environment in which they work is visually attractive as well as functional. In the 21st century learning environment, the use of computer technology and provision of appropriate technological services are part of the basket of utilities an advanced society takes for granted. The vision of a University is more attainable when staff members are committed to provide service, not only to advance their own careers, but also to advance their unit's mission.

The Challenges for the University are to

- aggressively redress systemic infrastructure issues affecting its Physical Plant and its Information Technology Services. Modern facilities and modern technology must be available to students, faculty and staff, and these must be well-maintained and accessible in a community in which learning is not constrained within traditional operating hours;
- create an up-to-date information technology plan with a clear academic focus. Heavy workloads arising from increasing reliance on computer technology are inescapable in the 21st century, and the new reality must be dealt with in an efficient and effective manner. Academic staff and support staff must have opportunities to learn new technologies as they arise and are implemented in the workplace. Central co-ordination is essential to assure the best use of limited financial resources.
- share responsibilities within units to advance the unit's mission, and thereby enhance institutional goals. For example, in a department with undergraduate and graduate programs where this does not already occur, academic staff could rotate responsibilities to serve and to chair relevant committees among all academic members. Such actions would assure that the burden of "housekeeping" duties does not fall disproportionately on some members, and they could yield new ways of doing things to the continuing benefit of all;
- foster co-operation among units to enhance institutional goals. For example, priorities for action determined by individual units need take into account not only the mission of a given unit, but the University's mission as well.

Responsibility to Society. By enhancing the opportunities for faculty, student and staff to learn and to work in an enriched environment, by taking care to foster in our students habits of mind and deepening of character, by focussing on outstanding achievements in scholarly inquiry and research by our professors, and by increasing and elaborating community and professional service, we act in the best interest of the people of Manitoba. Our activities in teaching, research and service will improve the quality of life and assist in the economic, social and cultural development of our province and the world.

5. Be at the Centre of our Community: On Manitoba

In 1818, when the region's first school was founded by Monsignor Norbert Provencher, diversity of language, culture, and religion marked the peoples of the Red River settlement. Diversity increased with the establishment of the Province of Manitoba, as it attracted waves of immigrants before and after the end of the 19th century, and smaller streams of immigration have continued into the 21st century. The integration of different perspectives and traditions into a Manitoban tapestry has not been easy. It required the Province to recognize that advancement of society was not synonymous with cultural assimilation and the obliteration of linguistic and religious diversity. In the new millennium Manitoba remains a proud, pluralistic society that sees strength in its ongoing diversity. The evolution of the University of Manitoba serves as a testament of the institution's ability to transcend ethnic, linguistic and religious divisions, and give them a legitimacy within a framework of higher learning.

The Challenges for the University are to

- be responsive to the continuing educational and research needs of the Province of Manitoba and the City of Winnipeg. The University of Manitoba is indispensable to the Province and the City because of the education it provides; the research, scholarship and creative work it undertakes, and the community services it makes available through the outreach efforts of its many volunteers;
- continue actions that will make the University of Manitoba the *first choice* of Aboriginal students in Manitoba and from across Canada;
- seek opportunities to enable Manitobans to learn throughout their lifetimes, and undertake educational initiatives with other post-secondary institutions, where these are appropriate, and are of value to Manitoba;
- develop mechanisms to support research of strategic importance to Manitoba. Not only does this serve the provincial interest, but it also enables the University to differentiate itself from other western Canadian universities by carving out areas that are recognized as centres of regional research excellence;
- lead knowledge transfer to key industry sectors of Manitoba, and facilitate the development of knowledge-based industries in Manitoba. The University can create a situation from which everyone can benefit, for the success of university researchers in commercializing their research findings will lead to economic advancement of Manitoba. A sustainable, strong provincial economy will in turn support the enhancement of the University in all areas of learning and research that are indispensable to living a good life as well as living a life with meaning most especially in Manitoba.
- support 'events programming' through multiple venues. For example, a broad sector of the community may be interested in lecture series, concerts, plays and athletic events held at the Ft. Garry and Bannatyne campuses, as well as throughout Manitoba. Specific workshops and topics may have appeal to individuals and groups drawn to the University's research and technology park, or to individual faculties. The University of Manitoba should be a "connected community," internally and externally, so that opportunities for collaboration are not only known, but are also vigorously pursued to advance the University's research, learning, and community service goals.

Accountability. The University of Manitoba is accountable for:

- (a) facilitating access to its programs for as many students as meet its admission requirements and as can be accommodated and effectively educated with the available resources;
- (b) providing programs that meet or exceed appropriate standards for admission, evaluation and graduation of students and for curriculum content and teaching effectiveness;
- (c) facilitating research, scholarship and creative works that are of high quality as judged by international standards;
- (d) exhibiting an exemplary work environment for work and study with particular attention to policies and procedures designed to foster equity; and
- (e) exhibiting responsible management of physical and human resources.

IMPLEMENTATION OF THE STRATEGIC PLAN

The priorities outlined in this document are those that will enable the University of Manitoba to attain its vision in a relatively short amount of time. The ideas identified under each institutional priority have been articulated with minimum detail to provide maximum opportunity for all parts of the University to align their own courses of action under the supervision of deans and directors, and the general supervision of the appropriate vice-president.

It is expected that by September 2003, every department, school and faculty will begin to address the challenges in this report. During the annual planning exercise, which is part of the University's resource allocation process, the President and the Vice-Presidents will require the submission of plans under each institutional priority to warrant the allocation of incremental funds. Because the institutional planning cycle involves a 3-year period, at the end of the 2006-07 academic year the President will undertake a comprehensive evaluation of the progress made towards the attainment of goals that address the challenges of this report. As well, the President will report annually to Senate and to the Board of Governors on the progress made towards the achievement of this plan.

The future of the University of Manitoba arises from its present, in the willing involvement of its members to make it a finer and stronger institution than it already is. Great universities meet the challenges of their environments, respond positively to societal concerns, and remain true to their driving principles. Initiating improvements under the priorities outlined in this report will enable the University of Manitoba to affirm its place among the best research-intensive universities in Canada, and simultaneously to lead the nation in educating a broad sector of society.

Dated 30 May 2003

APPENDIX A. *Terms of Reference of the Strategic Planning Committee*

Preamble

Building on Strengths, the last strategic plan for the University of Manitoba was released in February, 1998. The plan provided a vision for the University, articulated its values and principles, and made 94 recommendations for investment in the quality of its people, its products, its partnerships and its processes. Almost all of the recommendations have been fulfilled, and time has come for a new strategic plan, one that is rooted in *Building on Strengths*, but focuses attention on the academic directions of the University of Manitoba in the first decade of the 21st century.

Terms of Reference

- To identify the academic priorities that would enhance the quality of learning, research, scholarship and creative work undertaken by the University of Manitoba in the context of its mission, the cultural, social and economic needs of its province, and an increasingly competitive national and international environment.
- To articulate the initiatives that would strengthen the University's academic focus, and are consistent with its mission, vision and principles. These include initiatives regarding enrolment planning; the recruitment and retention of graduate students, and of aboriginal and international undergraduate and graduate students; recruitment and retention of faculty and staff; innovation in undergraduate and graduate programming; enhancement of research, scholarship and creative work; increasing research and scholarly collaboration at local, national and international levels; improvements in the infrastructure that enhances learning and research, including physical facilities, technology and library resources.
- To invite commentary from internal and external constituencies and hold public hearings. A draft report will be released by the end of January 2003 and public hearings will be held during February, 2003. The final report will be submitted to the Senate by May, 2003 and will go then go to the Board of Governors for decision.

APPENDIX B. *Composition of the Strategic Planning Committee*

Chair

Emőke J.E. Szathmáry, President and Vice-Chancellor

Co-Vice-Chairs

Robert Kerr, Vice-President (Academic) and Provost

Joanne C. Keselman, Vice-President (Research)

From the Board of Governors

Wayne Anderson, Chair, Board of Governors

Terry Sargeant, Vice-Chair, Board of Governors

Joanna Plater, Member, Board of Governors

Nicholas Louizos, President, University of Manitoba Students' Union (also a member of Senate), and succeeded by Shawn Alwis, UMSU President

From the Senate

Arlene Young, Department of English, Faculty of Arts

Brian Stimpson, Department of Civil Engineering, Faculty of Engineering

Juliette Cooper, School of Medical Rehabilitation, Faculty of Medicine

Anthony S. Secco, Department of Chemistry, Faculty of Science (Senate-elected member of the Board)

Suzanne Ronald, President, Graduate Students' Association

From the Faculty at Large

Murray Ballance, Department of Plant Science, Faculty of Agricultural and Food Sciences

Jane Evans, Department of Biochemistry and Medical Genetics, Faculty of Medicine

Malcolm Smith, Department of Marketing, I.H. Asper School of Business

Denis Bracken, Faculty of Social Work

Richard Burleson, School of Music

From Administrative and Support Staff

Linda Chartier, Business Manager, Faculty of Dentistry (also an assessor on the Board)

Michael W. McAdam, Vice-President (Administration)

Resource (non-voting)

Thelma Lussier, Director, Institutional Analysis

Elaine Goldie, Vice-President (External)

Communications (non-voting)

Ed Unrau, Manager, Publications and Special Projects, Public Affairs

Secretary to the Committee (non-voting)

Jacqueline Rittberg

Observer (non-voting)

Bob Raeburn, Executive Assistant to the President

APPENDIX C: *Submissions and Communications before and during Public Hearings*

The following were authors or co-authors of written and submissions to the Committee and/or oral submissions at Public Hearings:

Timothy Anna, History
 John Bate, Computer Science
 Carol Bellringer, Private Funding
 Harold Bjarnason, Faculty of Agricultural and Food Science
 Stephen Brickey, Sociology
 Karrie Burzuik, Aboriginal Students' Association
 Beverly Cameron, University 1
 Albert Chudley, St. Amant Centre
 Wendy Dahlgren, Environment
 John Danakas, Public Affairs
 Johann de Vries, Dentistry
 Fred Drewe, International Centre for Students
 Emily Etcheverry, Medical Rehabilitation
 Monica G. Feist, Success Skills Centre
 Rosemary Friesen, Canadian Parents for French
 Don Fuchs, Faculty of Social Work
 Karen Gamey, Alumni Association
 Shirley Gelskey, External Relations
 Elaine Goldie, Vice-President (External)
 Richard Gordon, Radiology
 David Gregory, Faculty of Nursing
 Brian Hennen, Faculty of Medicine
 Richard Holley, Food Science
 Chris Horbachewski, Private Funding
 Janet Hoskins, St. John's College
 Stella Hryniuk, International Liaison Officer
 Kristina Hunter, Environmental Science program
 Norman Hunter, Environment
 James Jamieson, Faculty of Science
 Ellen Judd, Anthropology
 Mary Kinnear, History
 Peter Kulchyski, Native Studies
 Barbara Lavalley, Aboriginal Focus Programs, Continuing Education Division
 William Lee, Asian Studies Centre
 Nick Louizos, University of Manitoba Students' Union
 Mary Jane Loustel, Audit Services
 Dan Lussier, third-year engineering student
 Dawne McCance, Editor, *Mosaic*
 Julie Mikuska, Development Communications
 Gerry Miller, Information Services and Technology
 David Morphy, Student Affairs Division

Peter Nunoda, ACCESS Programs
Robert O'Kell, Faculty of Arts
Barbara Payne, Sociology
Anne Percival, Continuing Education Division
D'Arcy Phillips, Manitoba Aerospace
Carolynne Presser, Libraries
Suzanne Ronald, Graduate Students Association
Doug Ruth, Dean, Engineering
Gerry Sande, Psychology
Anju Sen, Dean's Office
Gustaaf Sevenhuysen, Human Nutritional Sciences
Wayne Simpson, Economics
John Stapleton, St. Paul's College
Kali Storm, Aboriginal Student Centre
Lynn Taylor, University Teaching Services
A. Thavaneswaran, Statistics
Douglas Thomson, Engineering
Judy Tingley, Civil Engineering
John Wiens, Faculty of Education
David Witty, Faculty of Architecture
John Whiteley, Head, Psychology
Grant Woods, Mathematics
Peter Zahradka, Physiology