

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, September 1, 2004
1:30 p.m.
Regrets call 474-6892

AGENDA

- I MATTERS TO BE CONSIDERED IN CLOSED SESSION** None
- II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**
1. Report of the Senate Committee on Curriculum and Course Changes Page 17
- III ELECTION OF SENATE REPRESENTATIVES**
1. To the Senate Executive Committee Page 18
- IV MATTERS FORWARDED FOR INFORMATION**
1. In Memoriam - Professor Winston Leathers Page 19
2. In Memoriam - Professor Benjamin A. Sokoloff Page 20
3. Correspondence from the University Secretary re: Senate Orientation Page 21
4. Statement of Intent: Undergraduate Majors in Italian Studies Page 22
5. Statement of Intent: Revision of Undergraduate Program in Textile Sciences Page 29
- V REPORT OF THE PRESIDENT**
- VI 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.
- VII CONSIDERATION OF THE MINUTES OF THE MEETING OF June 30, 2004**
- VIII BUSINESS ARISING FROM THE MINUTES**
- IX REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1. **Report of the Senate Executive Committee**

Page 35

2. **Report of the Senate
Planning and Priorities Committee**

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

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

1. **Reports of the Senate Committee on Admissions**

a) **re: IH Asper School of Business**

Page 36

b) **re: The use of Advanced Placement (AP) and
International Baccalaureate (IB) courses
for the purposes of transfer credit**

Page 38

c) **re: Faculty of Law**

Page 40

XI **ADDITIONAL BUSINESS**

1. **Appointment of two Members of Senate to the
Advisory Committee for the Appointment of
the University Secretary**

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XII **ADJOURNMENT**

Please Call Regrets to 474-6892.

/cdak

August 4, 2004

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

Preamble

The Senate Committee on Curriculum and Course Changes (SCCCC) met on March 4, 2004 to consider course and curriculum changes from faculties and schools. At the time, the Committee referred changes from the Faculty of Management, Department of Marketing, back to the department for clarification.

Observation

1. Faculty of Management

Marketing

The Faculty is proposing the modification of pre- and co-requisites in courses 118.310 Small Business Management, and 118.421 Marketing Management. The changes are proposed to ensure that students have adequate background prior to taking higher level courses, and to ensure a greater chance of student success.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends that curriculum and course changes from the Faculty of Management listed below be approved by Senate.

Respectfully submitted,

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

Terms of Reference: *Senate Handbook*, section 8.21

/jml

Courses to be modified:

118.310 New Venture Analysis (3)

A project oriented course focusing on the identification and evaluation of viable new venture concepts and their associated risks, problems, and opportunities. *Prerequisites:* 009.111, 118.221, and either 027.203 or 027.208.

118.421 Marketing Management (3)

Study of location and nature of markets, techniques by which firms attempt to affect the demand for their goods and services and the significance of these effects on business and society. Can be taken only in final year of program. *Prerequisites:* Two of: 118.322, 118.323, and one other advanced marketing course.

NET CHANGE IN CREDIT HOURS: 0

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Election of a Senate Representative to the Senate Executive Committee

1. One Senator elected by faculty/school councils needs to be elected for a two-year term expiring May 31, 2006, to fill the position held by Professor Amazis Louka, who was not re-elected to Senate.

- (1) Presently serving:

Professor J. Cooper (Medicine)	2005
Professor R. Sparling (Science)	2005
Professor K. Coombs (Medicine)	2006
Professor K. MacKay (Phys. Ed.)	2006
Professor J. Owens (Arts)	2006
Professor G. Ramu (Arts)	2007
Professor J. Page (Science)	2007

- (2) Procedures:

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

/cdak

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IN MEMORIAM

Professor Winston Leathers BFA, RCAA

Winston Leathers, a distinguished professor and artist, died July 20th, 2004. He was an important member of the Department of Environmental Studies, Faculty of Architecture where he taught drawing and design between 1969 until his retirement in 1993. He was a gifted teacher and was recognised in 2003 for his contribution to Environmental Studies at a special ceremony held by the Faculty. He inspired and mentored aspiring architects giving them a new way to look at the world, through an artist's eyes. Because of Professor Leathers teaching techniques, colours, forms, and textures took on new meaning and became the tools in the creation of good design. Much of this inspiration came from his leadership through the Faculty's "Sketch Camp" when all undergraduate students were taken into the Whiteshell to spend hours learning to paint, sketch and see the beauty and qualities of the natural environment. Winston's real value to the faculty was his compassion and interest in working with students. He pushed and motivated the students to do their very best, and for many he became a life long friend and mentor.

Professor Leathers was particularly recognised for his contribution to the Manitoba art community. As noted by Morley Walker in the *Winnipeg Free Press* (July 22nd 2004), "he was a pioneer among Winnipeg's visual artists and printmakers, a tireless collector and promoter of art, and an inspirational teacher to countless university students . . . he was among a small group of influential artists in the late '50s and all through the '60s . . . who organized contemporary exhibitions at a time when they mostly didn't exist." He was made a full member of the prestigious Royal Canadian Academy of the Arts in 1975.

In Memoriam
BENJAMIN A. SOKOLOFF
1924-2004

It is with sadness that the department of English reports the loss of a colleague. Ben Sokoloff joined the department in 1966 after teaching at several institutions in the United States. He took degrees from the University of Pennsylvania (B. A. and M. A., 1948 and 1949 respectively) and the University of Illinois (Ph.D. 1955). His subject was American Literature and his thesis was on American Novelist William Dean Howells. He was much interested in photography and literature and studied the writing and work of Wright Morris. He conducted graduate work in twentieth century American literature. He retired from the Department in 1981.

Ben Sokoloff was enlisted in the United States Army during the second world war and served in the Pacific theatre. He was very much concerned with human rights and worked in that cause over his life time. He was an activist in opposition to war and to the Cold War. He was a labourer for the cause of a University of Manitoba Faculty Union and he served in various capacities in UMFA and in its predecessor, the Association of the Academic Staff of the University of Manitoba. He was a member of the Board of Directors of Contemporary Dancers.

Those who knew him described Ben as a gentle person, capable and willing. He was a genial colleague and had a fine sense of humour. He was a valued member of the English Department and the department joins in sorrow at his loss his family and all of his colleagues who remember his years of service.



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

Date: August 5, 2004

To: All Members of Senate
University of Manitoba

From: Jeff M. Leclerc
Acting University Secretary

Subject: Senate Orientation

ANNOUNCEMENT

Please be advised that Senate Orientation has been scheduled for:

Wednesday, September 1, 2004

10:00 a.m. - 12:00 p.m.

Communications Systems Theatre, Room 160 Dafoe Library

The Communications Systems Theatre is located off of the lobby before the entrance to Elizabeth Dafoe Library. Wheelchair access is available through the Psych Services Building or the Library Executive Offices.

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

You are respectfully requested to RSVP to the Office of the University Secretary, 474-6892 if you plan to attend. This will enable us to prepare adequate copies of printed material for attendees. Nonetheless, don't let the fact that you didn't RSVP keep you away!

Thank you for your assistance.

/cdak



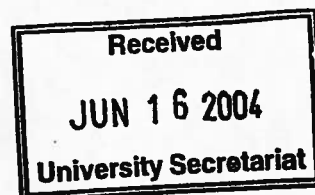
UNIVERSITY
OF MANITOBA

Office of the President

208 Administration Building
Winnipeg, Manitoba
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Fax (204) 275-1160

14 June 2004

Ms Louise Gordon
Executive Director
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba
R3C 0C4



Dear Ms Gordon:

**Statement of Intent:
Undergraduate Majors in Italian Studies**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a Major in Italian Studies within our 90 credit hour BA (General) and our 129 credit hour BA (Advanced) degree programs in the Faculty of Arts.

These new majors are inter-disciplinary programs designed to provide advanced reading, writing, and oral facility in contemporary Italian language, in the context of broad appreciation for Italian/Roman history and its contributions to art and culture. As described in the attached Statement of Intent, students will make constrained choices from a variety of existing undergraduate courses in Italian language, Classical Studies, History, Art History, and Music. Within three to five years, enrolment in these new Majors is expected to reach 20 to 25 students.

The financial cost of offering these new majors is relatively modest, and will be met through the generosity of Fondazione Cassamarca, which has recently announced a gift to the University of \$1.25 million. Because these new majors consist of existing courses, we can implement these new programs almost immediately

My colleagues and I will be pleased to provide any other information that your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

- c. Emőke J.E. Szathmáry, President
 Robert Kerr, Vice-President (Academic) and Provost
 Robert O'Kell, Dean, Faculty of Arts
 Jeff Leclerc, Acting University Secretary

STATEMENT OF INTENT

Institution

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

Program Overview

- Program Name: Major in Italian Studies
- Credential to be offered: B.A. (General and Advanced)
- Does the program require accreditation from a licensing group? YES ☒ NO
If yes, name group
- Length of the program: 3/4 ☒ Years Months Semesters
- Proposed program start date: 01 / 09 / 06
Day/Month/Year
- Which department(s) within the institution will have responsibility for the program?
Faculty of Arts, Department of French, Spanish and Italian
- As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
Medium
Low
- Is this a new program? Expansion of previous Minor ☒ YES NO
- Is this a revision of an existing program: YES ☒ NO
If YES, name program
What are the impacts of changing this program?
- Will the program be available to part-time students? ☒ YES NO
- Will this program have a cooperative education component? YES ☒ NO
If YES, how long will the field placement be?
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? YES ☒ NO

Provide Details

- Will there be distance delivery options?

YES ☐ NO ☐

Provide Details

- Will this program be delivered jointly with another institution?
If YES, name the institution

YES ☐ NO ☐

- Are similar programs offered in Manitoba or other jurisdictions?

YES ☐ NO ☐

Specific Program Information

1. Program Description

- Describe the program and its objectives:

The proposed Major (General and Advanced) in Italian studies is an inter-disciplinary program designed to provide advanced reading, writing, and oral facility in contemporary Italian language, in the context of broad appreciation for Italian/Roman history and its contributions to art and culture. Graduates will have acquired the desirable skills and qualities offered by higher education in the humanities: the confidence and flexibility that comes with proficiency in two or more languages, skills in translation, skills in critical evaluation and interpretation that come through exposure to history, and the sparking of creative imagination that comes through exposure to great art and literature.

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

Students in the B.A. General Program will choose 90 credit hours, and those in the Advanced will choose 120 credit hours, from courses offered by the departments of History, Classics, and French, Spanish & Italian (Faculty of Arts), Art History (Faculty of Fine Arts), Music (School of Music):

French, Spanish & Italian

Introduction to Italian

Intermediate Italian

Speaking Italian

Writing Italian

Advanced Italian

Modern Italian Usage

Italian Translation Workshop

Classics

Introduction to Reading Latin

Introduction to Ancient Roman Culture

Intermediate Readings in Latin

Roman History

Roman Art and Archaeology

Selected Readings in Republican and Augustan Poetry and Prose

History of Latin Language

Readings in Medieval and Renaissance Latin

Roman Comedy

Orations of Cicero
Roman Satire
Lyric and Elegiac Poetry of the Augustan Age
Virgil's Aeneid
Virgil's Eclogues and Georgics
The Roman Historians
Poetry of the Silver Age

History

Roman Law in Medieval Europe
Topics in Social History (Italy)
Topics in History (Italy)

Art History

Medieval to Renaissance Art and Architecture
Renaissance to Baroque Art and Architecture
Topics in Medieval Art and Architecture
Topics in Renaissance and Baroque Art and Architecture

Music

Introduction to the History of Music
History of Music 2
Opera Repertoire

2. Enrollment

Once the major program is established, there will be opportunities for University of Manitoba students to have exchange visits to Italian universities and to take summer travel courses in Italy.

- What is the program's initial projected enrollment? 5-10

2004R enrollment in first-year Italian language courses was 67.
2004R enrollment in upper level language courses was 18.
- What is the projected enrollment for the 2nd and 3rd years? 20-25 total
- Describe the expected student profile.

This program will attract students with family connections to Italy, students with an interest in Italian/Mediterranean history and culture, and students looking for a broad foundation for a career in international business, the arts, culture, travel or teaching.

3. Labour Market Information

The Italian community is a major component of Winnipeg's multi-cultural fabric. There are approximately 18,000 people of Italian heritage in Manitoba, 95 per cent of whom live in Winnipeg. Italian immigration into the province began soon after the turn of the twentieth century, and surged in the 1960s. Most Italian immigrants have their origins in southern provinces such as Calabria, Sicily, and Abruzzi, and the first wave of immigrants were firmly rooted in the working class. Now, Italian

Canadians are represented across the social spectrum, and are widely represented in the professions. Enhancement of the Faculty of Arts program in Italian studies is a reflection of this growth and development in the Italian community.

What labour market need is the program expected to meet?

Surveys of employers continue to show that they place the very highest value on graduates who can demonstrate a positive self-image, confidence, fluency, flexibility, creativity and problem-solving skills – all skills and qualities exemplified by graduates in the humanities and social sciences. This program will allow students to develop such skills and qualities in these areas. In addition, students will acquire specific knowledge appropriate to careers in the cultural sector of the economy (theatre and performing arts, galleries, film, etc.), the service sector (restaurant and food services), the travel industry, teaching, and translation. There are also some companies in Manitoba doing business in Italy and the European union that would find it advantageous to hire university graduates with fluency in Italian and a knowledge of Italian culture.

- Are there currently jobs in Manitoba in this field?
If yes, where (geographic location and industry)?
- YES NO

Culture, services, teaching and translation are all areas of ongoing demand in Winnipeg, and across the province. Some Manitoba companies have connections to Italy.

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

Culture, services, teaching, and translation are sectors expected to continue to experience growth and demand for appropriately skilled workers. International trade with Italy may well expand in the next few decades.

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

The program strengthens the Faculty's capability to serve the needs of a major cultural community and forges stronger international linkages for the Province through the funding arrangement with the Fondazione Cassamarca in Italy. The program meets the mandate of the University to expand its inter-disciplinary programs, and widens the Faculty's ability to offer programs in language and culture, providing workers with skills and abilities suitable to a diverse labour market.

4. Financial Information

- Projected Program Costs:

Salary
Operating
Capital
Total Cost

The program costs of the proposed Major/ Advanced Major in Italian studies would be supplementary to those currently required by the minor. The current salary cost of the Minor in Italian language and literature is approximately \$65,000, of which \$15,000 is provided by the Italian Endowment Fund. This amount supports one full-time and one part-time instructor. Operating costs are included in the general allocation to the Department of French, Spanish & Italian. There are no

capital costs projected for the proposed Major/ Advance Major (although additional library and some other instructional material costs may be incurred).

- Projected Program Revenue: Tuition
Other
Total Revenue

The Italian Foundation (Fondazione Cassamarca) that previously donated \$284,000 to the University's Italian Endowment Fund has just announced an additional gift of \$965,000 to be provided in annual installments of \$107,000 over the next 9 years. The annual interest from the Italian Endowment Fund is to be used to support the Major in Italian Studies through the contingent appointment of a professor of Italian language and literature as soon as the income from the endowment suffices. A fund-raising campaign in Manitoba's Italian community will be undertaken in 2004-2005 to add further to the Italian endowment.

The tuition revenues from the projected major/advanced major will be extremely modest, initially not more than \$25,000 per annum.

Submitted by:

Robert O'Kell

Name (print)

Dean, Faculty of Arts

Position

Signature

14 June 2004

Date



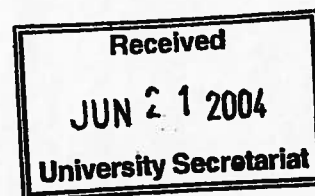
UNIVERSITY
OF MANITOBA

Office of the President

208 Administration Building
Winnipeg, Manitoba
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Fax (204) 275-1160

June 18, 2004

Ms Louise Gordon, Executive Director
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba R3C 0C4



Dear Ms Gordon:

**Statement of Intent:
Revision of Undergraduate Program in Textile Sciences**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to revise our existing undergraduate program in Textile Sciences within the Faculty of Human Ecology and to create a new credential, the Bachelor of Science (Textile Sciences).

As described in the attached Statement of Intent, this revised four-year degree program will consist of two streams or specializations. A product development stream is designed to provide the knowledge and skills which enable graduates to function effectively in a variety of textile product development capacities. A textile development stream will prepare students for research in technical textiles for healthcare end uses. As described in the Statement of Intent, we expect graduates to enjoy a variety of employment opportunities both within Manitoba and elsewhere in Canada.

Because this is a revision of an existing program, relatively few additional resources would be required. These will be addressed in the full program proposal.

My colleagues and I will be pleased to provide any other information that your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

Richard A. Lobdell
Vice-Provost (Programs)

Encl.
RAL/kas

- c Emoke J.E. Szathmary, President
 Robert Kerr, Vice-President (Academic) and Provost
 Gustaaf Sevenhuysen, Acting Dean, Faculty of Human Ecology
 Jeff Leclerc, Acting University Secretary

STATEMENT OF INTENT

Institution

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

Program Overview

●Program Name: **Undergraduate Program in Textile Sciences**

●Credential to be offered: **Bachelor of Science (Textile Sciences)**

●Does the program require accreditation from a licensing group? ☐ YES ☒ NO
If yes, name group

●Length of the program: 4 X Years ☐ Months ☐ Semesters

●Proposed program start date: **01 / 09 /2005**

●Which department(s) within the institution will have responsibility for the program?
The Department of Textile Sciences

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

●Is this a new program? ☐ YES ☒ NO

●Is this a revision of an existing program: ☒ YES ☐ NO
If YES, name program - **Undergraduate program in Textiles Sciences**
What are the impacts of changing this program?

To position the University of Manitoba as the only higher educational institution in the country to offer:

- **An undergraduate program in product development which aligns well with preparation of technical and management staff that meet the human resources needs of companies designing and producing textile products for the global market.**
- **Preparation of technical and research staff skilled in the use of textiles for the health care industry and able to contribute to health services, anti-terrorism and personal safety initiatives.**

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

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

●Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☐ YES ☒ NO
Provide Details

The objective is to work towards a PLAR system for several elements of the program and facilitate the admission of people with industry experience.

●Will there be distance delivery options?
Provide Details

☐ YES X NO

●Will this program be delivered jointly with another institution?
If YES, name the institution

☐ YES X NO

●Are similar programs offered in Manitoba or other jurisdictions?
If YES, indicate why this program is needed (e.g., area of specialization)

☐ YES X NO

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

**Appropriate transfer of credit will be allowed for University-level courses from other areas
of study.**

Specific Program Information

1. Program Description

●Describe the program and its objectives:

The undergraduate Textile Sciences program is a four-year program comprising two streams. The product development stream provides the knowledge and skills which enable graduates to function effectively in a variety of textile product development capacities. The textile development stream prepares students for research in technical textiles for healthcare end uses.

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

The product development stream is structured to follow the major steps in the product development process:

- 1. Understanding of the user or end use**
- 2. Concept development**
- 3. Selection of raw materials, in this case, textiles.**
- 4. Development of prototypes – design and performance parameters**
- 5. Testing prototypes for appropriateness for intended end use.**
- 6. Sourcing.**
- 7. Logistics.**

The textile development stream is structured to enable students to

- 1. Understand users of or end uses for textiles in general.**
- 2. Chemical composition of textiles**
- 3. The development of various types of textiles for healthcare end uses.**
- 4. The performance parameters of textiles for healthcare end uses.**
- 5. Complement it with an Engineering Sciences option, an Exercise and Sports Science option, or a Microbiological Sciences option.**
- 6. Pursue graduate studies in medical textiles or textiles for healthcare end uses.**

2. Enrollment

●What is the program's initial projected enrollment?

The product development stream – 20

The textile development stream – 10

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

05/06 06/07

The product development stream – 30 40

The textile development stream – 20 30

●Describe the expected student profile?

- Canadian high school students who are interested in textiles as a form of materials science and employment opportunities in manufacturing or health care industries.
- Mature students who are considering alternate career paths or research in health related uses of textiles.
- International students with a background in textile technology or engineering but who may not have been exposed to the research opportunities in healthcare textiles.
- Qualified international students who are not able to enroll in textile programs in the United States because of stringent visa distribution policies.

3. Labour Market Information

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

The Product Development Stream

A Labour Market Update Study (August 2003) by the Apparel Human Resources Council stated that "Apparel companies will have to hire approximately 3,000 white collar employees in positions such as design, marketing and logistics in order to implement their new business models" (Executive Summary, page 1). The report also contains the following recommendation: "redesigning school curriculum to meet the changing needs of apparel companies by focusing on non-manufacturing elements of the value chain" (Executive Summary, page 2).

The product development stream in the Textile Sciences program focuses on the non-manufacturing elements of the value chain by integrating creativity, technical competence, and analytical abilities. Innovative courses such as *Color Management*, *Product Standards and Specifications*, *Quality Assurance Systems*, *Global Apparel and Textiles Trade*, and *The Information Age and the Textiles Supply Chain* reflect the demands from geo-political developments in world trade and information technology on the textiles industry.

The Textile Development Stream

Today textiles have a large role in healthcare. This role will increase as the demand for textiles as protection or support in recovery increases. The use of technical textiles to protect military personnel or emergency response teams from hazardous environments is an issue of national significance. Manufacturing companies have responded to these increased demands and there are insufficient Canadians trained to support the production. In addition, there is a shortage of scientists who engage in research on technical textiles for healthcare or protective end uses. The textile development stream gives students the knowledge and skills to participate in innovative research related to

healthcare and medical textiles. Students will work in research laboratories and capacities that provide the products of research.

- Are there currently jobs in Manitoba in this field?
If yes, where (geographic location and industry)?

X YES ☐ NO

The Manitoba apparel industry will be the employers of graduates from the Product Development Stream. The Health Technology, Health Care industry and research labs will be employers of graduates from the Textiles Development Stream.

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

Projections from the Labour Market Study show that the demand for graduates from the product development stream would be high. Letters of reference from several industry representatives strongly support this expectation.

With the location of the National Infectious Disease Centre in Winnipeg and the increasing need for protection against bioterrorism, the demand for graduates of the Textile Development stream is expected to be high.

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

The health care sector is a priority for the Government of Manitoba. Protection from new viral diseases and bioterrorism is a priority for the Federal Government. The textiles development stream is designed for those who need the skills and knowledge to implement these priorities.

The apparel industry in Manitoba is one of the major economic sectors in the province. The major players have revised their business models to respond to a liberalized trade environment. The product development stream is designed for those who wish to pursue a career in an industry with increasing global reach.

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

The School of Medical Rehabilitation, University of Manitoba
The Department of Medical Microbiology, University of Manitoba
The Faculty of Engineering, University of Manitoba
The Departments of Microbiology Chemistry, University of Manitoba
The Faculty of Physical Education and Recreation Studies.

The Riverview Health Centre, Morley Avenue, Winnipeg

- Is there any other information relevant to this program?

4. Financial Information

Since this is a revision of an existing program, few additional resources are needed. The University of Manitoba has provided resources to hire 2 staff members in 2004/05. An additional two staff members are expected to be hired in 2005/06 and 2006/07.

The operating and capital costs are similar to that of the current program.

At the time of submitting a full proposal, the resource requirements will be described in detail and any additional resource needs will be identified.

●Projected Program Costs:

Salary
Operating
Capital
Total cost

●Projected Program Revenue:

Tuition
Other_
Total revenue

Submitted by:

RA Lile

Name (print)

Vice Provost (Programs)

Position

RA Lile

Signature

18 June 2004

Date

August 18, 2004

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 August 18, 2004.

Observations

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

Dr. Dale Lonis will be the Speaker for the Executive Committee for the June meeting of Senate.

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

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

Respectfully submitted,

Dr. Emőke Szathmáry, Chair
Senate Executive Committee

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

/cdak

Report of the Senate Committee on Admissions concerning a proposal from the IH Asper School of Business to change the selection priority of its 'Track 2' applicants (2004.06.22)

Preamble

The Faculty Council of the Asper School of Business has approved a change in its admission policy, reserving 30 spaces for 'Track 2' applicants in its annual admission process. Because of an increasing number of applicants to the undergraduate program in Business, there have been fewer and fewer applicants selected from the 'Track 2' category in recent years. The 'Track 2' applicants have demonstrated good academic success over the years, and the current admission selection criteria, along with an increasing number of Track 1 applicants, are shutting the door to these applicants.

Observations

1. To be eligible for admission to the Asper School of Business, students must first complete a minimum of 30 credit hours of university course work and then apply either under Track 1 or Track 2. The Track 1 applicants have completed the designated qualifying courses: 018.120; 017.120 or 077.120; 136.131 or 136.130; 136.152 or 136.150; a course that satisfies the Written English requirement; and the remainder as electives. Students who are missing one or more of these specified courses but have a minimum cumulative GPA of 3.10 on at least 30 credit hours of university courses may apply under Track 2.

2. The Asper School of Business has an annual quota of 420 first year students that is filled by selecting students from a rank-ordered list of applicants in the following order:

First priority: Track 1 applicants with a GPA of 2.60 or greater (in descending GPA order)

Second priority: Track 2 applicants with a GPA of 3.10 or greater (in descending GPA order)

Third priority: Track 1 applicants with a GPA of 2.00-2.59 (in descending GPA order)

3. Demand for admission to the Asper School of Business has increased substantially in recent years, and in 04R only Track 2 students with AGPA's higher than 3.5 were admitted because there were so many Track 1 admissions. Tentative data for 05R indicate that no Track 2 students will be admitted because all 420 spaces will have been taken by Track 1 students.
4. It has been the experience of the Asper School of Business that the vast majority of Track 2 applicants are from external institutions who wish to transfer to the University of Manitoba. The remainder are primarily University of Manitoba students who initially chose another program but later decided to pursue business studies. The Asper School of Business wishes to ensure that at least some Track 2 students are admitted annually, so it proposes that 30 spaces be reserved for Track 2 students in the annual admission process. After admitting the 30 Track 2 students, the current priority system would remain in effect.

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Recommendation

The Senate Committee on Admission recommends to Senate that the admission criteria for the undergraduate program in the Asper School of Business be changed to allow the program to reserve 30 spaces for Track 2 students in the annual admission process, effective for the session beginning in September 2005 (06R).

Respectfully submitted,
Dr. D.R. Morphy, Chair,
Senate Committee on Admissions

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

Report of the Senate Committee on Admissions (SCADM) concerning a proposal on the use of Advanced Placement (AP) and International Baccalaureate (IB) courses for the purpose of transfer credit (2004.06.02)

Preamble

One of the issues discussed at the meeting of a Sub-Committee of SCADM, held on 2 June 2004, was the use of IB and AP courses for the purpose of granting transfer credit (or advanced standing). The Sub-Committee reviewed the minimum grades required in each of these programs to allow for transfer credit, the maximum number of credits that can be transferred in from these programs, the question of grade equivalency (i.e., mapping AP and IB grades to UM grades), and the question of whether all AP and IB students ought to be required to transfer their AP and IB grades (including 'D's and 'F's) into their University of Manitoba programs.

Observations

1. It was agreed that the students taking courses (and/or writing exams) in these programs are almost always highly motivated, achieving better than average academic results. Committee members agreed that the students in these two programs are ones we should be working to attract to the University of Manitoba.
2. It was noted that it would be possible to devise a grade conversion table for each of these programs such that a full range of grades (from 'A' to 'F') could be transferred, but it was agreed that there would be no benefit to the University (or, obviously, to the student) if we were to create such a potentially punitive element in our handling of advanced standing.
3. The need for a limit on the maximum number of transfer credits allowed from these sources, currently set at 18 credit hours, was questioned. The University has recently adopted new criteria for handling transfer credit from colleges, and one of the underlying principles used to develop these criteria is that legitimate credits earned should be allowed (provided residency requirements are met). Committee members agreed that the same basic principle should apply here.
4. There was considerable discussion on how to map AP and IB grades appropriately to UM grades. It was noted that the Advanced Placement administration itself has suggested that AP grades, which run from one to five, be converted to an 'A' for a grade of five and a 'B' for a grade of four; there does not appear to be any good reason to second-guess this suggested equivalency. Also, it was noted that for IB grades, which run from one to seven, the University of Winnipeg converts a higher level grade of seven to an 'A+', a higher level grade of six to an 'A', and a higher level grade of five to a 'B+'; again, it was not clear why we might choose to deviate from this conversion scale.
5. It was generally agreed that there was no need currently to explore the possibility of granting advanced standing or grade equivalencies for AP and IB grades of less than four; in both cases, then, the minimum grade transferred in would be a 'B'.

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

Recommendations

The Senate Committee on Admissions recommends to Senate as follows:

- 1 That the current maximum of 18 credit hours allowed for transfer credit from AP or IB courses be lifted, and that program-based residency requirements be left to determine how many transfer credits can be used to fulfill degree requirements;
2. That courses with AP and IB grades of less than four not be considered for transfer credit;
3. That an AP grade of five should transfer in as an 'A' and that an AP grade of four should transfer in as a 'B';
4. That an IB higher level grade of seven should transfer in as an 'A+', an IB higher level grade of six should transfer in as an 'A', an IB higher level grade of five should transfer in as a 'B+'; and an IB higher level grade of 4 should transfer in as a 'B'; and
5. That the University of Manitoba maintains its current policy which says that "accepting credit is voluntary, and students may elect to decline the credit", and that "the credit must be authorized by the school or faculty to which the student has been admitted as being appropriate for inclusion in that particular degree or diploma program" (as outlined in the University of Manitoba applicant information bulletin entitled "The University's policies on the International Baccalaureate: information for prospective students").

Respectfully submitted,
Dr. D.R. Morphy, Chair,
Senate Committee on Admissions

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

Report of the Senate Committee on Admission concerning a proposal from the Faculty of Law on the weighting of the Law School Admission Test (LSAT) and the Comparative Grade Point Average (CGPA) in its admission requirements (2004.06.22)

Preamble

The Faculty of Law has reviewed its weighting of the LSAT in calculating index scores for its applicants. (Index scores are used to rank-order eligible applicants for the purpose of selecting candidates for a new class.) LSAT scores, under the formula now used to calculate index scores, are weighted at 40 percent of the total, with the remaining 60 percent given to the Comparative Grade Point Average (CGPA). The evidence suggests that the LSAT is a level measure for all applicants of the intellectual aptitudes involved in the LL.B. program, consistently better predicting first year Law performance than the GPA. The Law Faculty Council, bearing this in mind, recently decided to re-weight the GPA and LSAT to 50/50 for admissions beginning for the 06R session.

Observations

1. Originally, in 1969 when the Faculty of Law began to require an LSAT score, the first Canadian law school to do so, the GPA and LSAT were weighted 50/50 to calculate an index score. Subsequently, this was moved to 40/60, back to 50/50, and finally to the current 60/40. The move to 40/60 was made because the GPA/LSAT correlation study, which has been done annually, consistently was showing and continues to show that the LSAT score is a better indicator of first year Law performance than the GPA, although the two together are better than the LSAT alone. For political or 'optic' reasons the Faculty moved back to 50/50 and then to 60/40, bowing to the view, widely held despite statistical data to the contrary, that surely an academic record, created over a period of years, must be a better indicator of academic ability than a 'one-shot' test.
2. There is the opinion that a GPA is becoming less meaningful. Over the years, fewer students annually take a full load of courses in their undergraduate studies. As well, the competition for admission to law school has prompted some, perhaps many, students to select their courses on the basis of the likelihood of receiving B+ and A grades and to voluntarily withdraw (VW) courses much more frequently than occurred years ago. Finally, we know that grades in some degree programs are higher than others, although we do not take that into account.
3. Finally, there is the possibility that community colleges may be given degree granting authority equivalent to the universities, requiring us to treat, perhaps, all of their grades on a par with university grades; apparently, this is happening or about to happen in other provinces.
4. Incidentally, only a few law schools disclose their weighting: UBC, 50/50 (GPA/LSAT), UVic 70/30, UNB 40/60. The University of Alberta is contemplating going from 50/50 to 30/70.

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

Recommendation

The Senate Committee on Admissions recommends to Senate that the CGPA and the LSAT score be weighted at 50 percent each in the calculation of the index scores of applicants to the Faculty of Law, effective for the session beginning in September 2005 (06R).

Respectfully submitted,
Dr. D.R. Morphy, Chair,
Senate Committee on Admissions

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

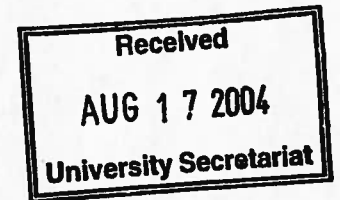


UNIVERSITY
OF MANITOBA

Office of the President

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Fax (204) 261-1318

Aug 13th, 2004



To: Mr. Jeff Leclerc
Acting University Secretary

From: Emőke J.E. Szathmáry, Ph.D. *Emőke*
President and Vice-Chancellor

Subject: Advisory Committee for the Appointment of the University Secretary

I intend to proceed with the Search for the University Secretary with the effective date of January 1, 2005.

Accordingly, I will be establishing a Committee to advise me on the appointment. I have concluded that the composition of the Committee that was in place for the 1998 search is appropriate, which was:

- Two Members of the Board of Governors
- Two Members of Senate
- The President (as Chair)

I would therefore ask that you forward my request to the Senate Nominations Committee for the appointment of two Members of Senate to the Advisory Committee.

/dpj

Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, September 1, 2004
1:30 p.m.

AGENDA ADDENDUM

XI ADDITIONAL BUSINESS

1. **Report of the Senate Committee on Nominations**
 - a. **Senate Committee on the Ethics of Research
Involving Human Subjects vacancy**

/cdak

September 1, 2004

REPORT OF THE SENATE COMMITTEE ON NOMINATIONS

Preamble

1. Since last reporting to Senate (June 30, 2004), the Senate Committee on Nominations met on August 26, 2004 to nominate two members of Senate for the Advisory Committee for the Appointment of the University Secretary and to consider the last vacancy to be filled on a standing committee of Senate.
2. The terms of reference for the Senate Committee on Nominations are found in Section 8.31 of the *Senate Handbook* (online version).

Observations

1. President Szathmáry requested that the Senate Committee on Nominations meet to nominate two members of Senate to the Advisory Committee for the Appointment of the University Secretary.
2. The last vacancy to be filled on a standing committee of Senate is one member from the Bannatyne Campus on the Senate Committee on the Ethics of Research Involving Human Subjects for a three year term ending May 31, 2007.

Recommendations

1. THAT the Senate Committee on Nominations recommends to Senate that Judy Anderson, Faculty of Medicine and Brian Stimpson, Faculty of Engineering be appointed to the Advisory Committee for the Appointment of the University Secretary:
2. THAT the Senate Committee on Nominations recommends to Senate that Dr. J. McCoshen, Faculty of Medicine, be appointed to the Senate Committee on the Ethics of Research Involving Human Subjects.

Respectfully submitted,

Prof. B. Dronzek, Chair

/lrj|