

Senate  
Senate Chamber  
Room 245 Engineering Building  
WEDNESDAY, March 2, 2005  
1:30 p.m.  
Regrets call 474-6892

## **AGENDA**

### **I MATTERS TO BE CONSIDERED IN CLOSED SESSION**

### **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

1. Report of the Senate Committee on Curriculum and Course Changes on a Proposal from Student Records concerning Designations of Courses and Subject Areas Page 17

### **III MATTERS FORWARDED FOR INFORMATION**

1. In Memoriam Professor John I. Glanville Page 45
2. In Memoriam Professor Gilbert Ivan Paul Page 46
3. Report of the Senate Committee on Awards - Part A Page 47
4. Statement of Intent: International Studies Major - Collège Universitaire de Saint-Boniface Page 59
5. Correspondence from the Vice-President (Academic) Provost re: Implementation of Undergraduate Program in Textile Science Page 76
6. Correspondence from the Vice-President (Research)re: Report on Research Contract Funds Received Page 78

### **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 FEBRUARY 2, 2005**

### **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 89
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 Awards - Part B Page 90
2.     Proposal for a General Major and  
Advanced Major in Italian Studies Page 94
  - a)     Report of the Senate  
Planning and Priorities Committee Page 109
  - b)     Report of the Senate Committee  
on Curriculum and Course Changes Page 111
3.     Proposal for a Ph.D. Program in Peace and Conflict  
Studies in the Mauro Centre for Peace and Justice Page 112
  - a)     Report of the Senate  
Planning and Priorities Committee Page 186

**X     ADDITIONAL BUSINESS**

**XI     ADJOURNMENT**

Please Call Regrets to 474-6892.

/cdak

**Report of the Senate Committee on Curriculum and Course Changes on a Proposal from Student Records concerning Designations of Courses and Subject Areas**

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**Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found in Section 8.21 of the *Senate Handbook*. SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".
2. Since last reporting to Senate, the SCCCC met on January 26, 2005 to consider a proposal from Student Records concerning changes to course designations.

**Observations**

1. The Aurora Student Information System will replace the IMS system, hopefully for Summer registration in March 2006. An important part of the system renewal is the designation of courses and subject areas.
2. The proposed course designation system will be a combination of subject code and four digit course number. Each subject code will consist of not more than four alphabetic characters and may represent the name of the faculty, school or department or may at the request of the department, represent the name of the subject of the course. To create a four-digit course number code, a zero will be added to the end of each current course number. For example 004.120 will become ENGL 1200.
3. The new system will facilitate ready recognition of courses, and allow subjects to keep their name if department names change. The use of four digits provides more numbers for each department as new courses are added.
4. Faculties and Schools have reviewed the subject codes for all courses, where more than one subject code was used in a department, Faculty or School Council approval was obtained (Appendix A). Councils also approved the list of courses not offered for some time to be deleted (Appendix B). The deletion of these courses is desirable as it will enable the new Student Information System to start fresh.

**Recommendation**

The Senate Committee on Curriculum and Course Changes recommends that

1. Senate approve the lists of subject codes in Appendix A of this report as appropriate representations of subjects being offered by faculties and schools; and
2. That the lists of undergraduate courses in Appendix B be approved by Senate for formal deletion.

Respectfully submitted,

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

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

/cdak



UNIVERSITY  
OF MANITOBA

## Student Records

400 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9423  
Fax (204) 275-2589  
student\_records@umanitoba.ca

### Memorandum

December 23, 2004

**To:** Mr. Jeff Leclerc  
Secretary of the University

**From:** Neil Marnoch  
Director, Student Records *Neil Marnoch*

**Subject:** Course Information for Consideration by Senate

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Attached is a package of information for consideration of Senate at its February 2005 meeting.

The package contains two motions:

1. That Senate approve the list of subject codes as appropriate representations of subjects being offered by faculties and schools.
2. That Senate approve the lists of courses which faculties and schools request be deleted from the Calendar of courses offered.

In support of these motions, contained in the attached report, are three appendixes:

-Appendix A: Changes to Course Designations

Appendix B: Deletion of Undergraduate Courses

Appendix C: Documentation Provided by Deans and Directors

Should you require further information, please feel free to contact me or Lynn Hamilton, Team Leader for the Aurora Catalogue Team.

Enclosures

cc: Dr. Robert Kerr  
Dr. David Morphy

## **Aurora Student Information System Course Designations and Deletion of Obsolete Courses**

Prepared by  
Lynn Hamilton, Team Leader  
Course Catalogue and Program Team

In preparation for the implementation of the Aurora Student Information System, decisions have been taken to change our course numbering system and to remove from the active course list, courses which have not been offered for some time. This report puts forward two motions for consideration by Senate. The first concerns the new course designations and the second, the deletion of courses.

### **New Course Designations**

The current practice for establishing course designations is to combine the *department* code with a *three-digit* course number; e.g., 011.378. Two considerations have prompted the need for change: (1) department code numbers have very little meaning for students; and (2) some faculties have exhausted the number series approved for them.

A decision has been taken that course designations in the new system be a combination of *subject* code and *four-digit* course number; e.g. HIST 3780. The new system is expected to be in place for Summer registration in March 2006.

Each subject code will consist of not more than four alphabetic characters and may represent the name of the faculty, school or department (MATH, LAW, DENT) or may, at the request of the department, represent the name of the subject of the course. For example, the Accounting and Finance Department of the Faculty of Management has chosen to divide courses into three subject areas – ACC (Accounting), FIN (Finance) and MIS (Management Information Systems).

To create a four-digit course number code, a zero will be added to the end of the current course number (136.130 would be MATH 1300).

Within the Aurora system, the faculty/school and the department offering the course will be attached to the course in a different position. Department codes will remain unchanged. Courses will continue to be sorted by faculty and department. For example:

Faculty of Arts  
044 Department of French, Spanish and Italian

FREN 1010  
ITAL 1010  
SPAN 1010

Course number sequences for courses offered at St. Boniface, courses taught in French, some groups of interdisciplinary courses, cross-listed courses, and non-degree courses taught by Continuing Education will be determined in the next phase of the project.

### **Rationale for Change**

1. Using the subject instead of department in the course designation will facilitate ready recognition of courses by students.
2. When department names change, subjects will, generally, remain constant. As an example, if the Department of French, Spanish and Italian changed its name to the Department of Modern Languages or should it split into three separate departments, the course designations of French, Spanish and Italian would not change.
3. Using four digits in the course number code will provide more numbers for each department to use as new courses are added.
4. Keeping the old three-digit course numbers within the new four-digit numbers will allow courses to be easily recognized by faculty, staff and students who have worked with these courses for some time.

### **Process**

Faculties and schools were asked to do the following:

1. Review subject codes that were suggested for all their courses, and make any changes they felt necessary. If more than one subject code for a department is desirable, and this subject grouping is not currently published in the University Calendar, faculties and schools were asked to have these approved by their Councils.
2. Mark for deletion any courses that have not been offered for some time. Faculties and schools were asked to have these deletions approved by their Councils.

## Attached Documents

Within the attached documents are lists containing the following:

1. *Appendix A: Changes to Course Designations.* This list has been sorted by faculty/school and then by department (or program) in numeric order. Included are the names of the departments, the department numbers (or program numbers), and the new subject codes. Where more than one subject code has been given for courses offered by the same department, a longer version of the code is provided.
2. *Appendix B: Deletion of Undergraduate Courses.* This list is sorted by faculty/school and then by department (or program) in numeric order. (Graduate courses on this list have been shaded to differentiate them from Undergraduate courses. Requests for deletion are expected to come forward from PPC early in the new year).

Signed documentation received from Deans and Directors will be kept in the Office of the University Secretary.

## Information for Senate

The following administrative principles are provided to Senate for information.

1. Course designations will consist of two parts: a subject code of not more than four alphabetic characters and a four-digit course number code. (Example: XXXX 0000)
2. The subject code will be an abbreviated version of the current name of the faculty, school or department offering the course. (Example: for Department of History courses, HIST replaces 011 in the course designation).
3. In cases where the current Calendar groups the courses into subject areas within the faculty, school or department, the subject code will be an abbreviation of this subject area. (Example: the Department of French, Spanish and Italian currently groups courses in the Calendar in each language area. The subject codes reflect this as FREN, SPAN, ITAL).
4. The first digit of the number code will continue to represent the level of the course. A "0" will be added to the end of each course number (Example 011.378 becomes HIST 3780).

## Motions to be made to Senate

1. That Senate approve the lists of subject codes (Appendix A) as appropriate representations of subjects being offered by faculties and schools.
2. That Senate approve the lists of Undergraduate courses (Appendix B) which faculties and schools request be deleted from the Calendar of courses offered.

Lynn C. Hamilton  
400 University Centre, Ext. 6955

**APPENDIX A**  
**Changes to Course Designations**

January 28, 2005

**Faculty/School:**      Agricultural and Food Sciences

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Biosystems Engineering	034	BIOE	
Animal Science	035	ANSC	
Entomology	038	ENTM	
Plant Science	039	PLNT	
Soil Science	040	SOIL	
Agribusiness and Ageconomics	061	ABIZ	
General Agriculture	065	DAGR AGRI AGEC	Diploma in Agriculture General Agriculture Agroecology
Food Science	078	FOOD	

**Faculty/School:**      Architecture

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Landscape Architecture	031	LARC	
Architecture	050	ARCH	
Interior Design	051	IDES	
City Planning	073	CITY	
Environmental Design	079	EVDS EVLA EVAR EVCP EVIE	Environmental Design Environmental Landscape Environmental Architecture Environmental City Planning Environmental Interior Environment



Faculty/School: Art

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	054	FA	Fine Art
		STDO	Studio Courses
	058	FAAH	Art History
		FNDP	Fine Art Diploma

Faculty/School: Arts

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Classics	003	GRK LATN CLAS	Greek Latin Classics
English	004	ENGL	
German and Slavic Studies	008 052	GRMN UKRN POL RUSN SLAV	German Ukrainian Polish Russian Slavic Studies
History	011	HIST	History
Icelandic	012	ICEL	
Philosophy	015	PHIL	
Psychology	017	PSYC	
Economics	018	ECON	
Political Studies	019	POLS	
Religion	020	RLGN	Religion
Native Studies	032	NATV	

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as department name)
French, Spanish and Italian	044	FREN SPAN ITLN	French Spanish Italian
Near Eastern and Judaic Studies	055	SEM YIDD JUD NE	Semetic Studies Yiddish Judaic Studies Near Eastern Studies
Anthropology	076	ANTH	
Sociology	077	SOC	
Arts Interdisciplinary	099	ARTS	
Linguistics	126	LING	
Asian Studies	150	ASIA	
Canadian Studies	151	CDN	
Film Studies	152	FILM	
Labour and Workplace Studies	153	LABR	
Theatre	154	THTR	
Ukrainian Canadian Heritage Studies	155	UCHS	
Women's Studies	156	WOMN	
Global Political Economy	157	GPE	
Catholic Studies	160	CATH	

Faculty/School: Dental Hygiene

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	070	HYGN	

**Faculty/School:** Dentistry

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Dentistry	066	DENT	
Oral Biology	100	ORLB	
Preventive Dental Science	101	PDSD	
Restorative Dentistry	102	RSTD	
Dental Diagnostic and Surgical Sci.	103	DDSS	

**Faculty/School:** Education

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Education Ph.D.	124	EDUC	
Ed.Admin.,Foundations and Psych.	129	EDUA	
Curriculum, Teaching and Learning	132	EDUB	

**Faculty/School:** Engineering

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Civil Engineering	023	CIVL	
Electrical Engineering	024	ECE	
Mechanical and Mfg. Engineering	025	MECH MECG	Mechanical Eng. Undergraduate Mechanical Eng. Graduate
Engineering - Preliminary Year	130	ENG	

**Faculty/School:** Environment, Earth, and Resources

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Geological Sciences	007	GEOL	
Environment and Geography	053 128	GEOG ENVR	
Resource Management	056	NRI	

**Faculty/School:** Graduate Studies

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Graduate Studies	069	GRAD	
Disability Studies	162	DS	

Faculty/School: Human Ecology

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
General Human Ecology	028	HMEC	
Human Nutritional Sciences	030	HNSC	
Family Social Sciences	062	FMLY	
Textile Sciences	064	TXSC	

Faculty/School: Law

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	045	LAW	

Faculty/School: Management

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Accounting and Finance	009	ACC FIN MIS	Accounting Finance Management Information Systems
Warren Centre Actuarial Studies	010	ACT	
Business Administration	027	GMGT HRIR INTB	General Management Human Res. Mgmt/Industrial Rel. International Business
Indisciplinary Management	098	IDM	
Marketing	118	MKT ENTR	Marketing Entrepreneurship/Small Business
Supply Chain Management	164	MSCI PROD SCM	Management Science Production Supply Chain Management

**Faculty/School:** Medical Rehabilitation

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Medical Rehabilitation	068	REHB	
Allied Health Science	163	MLSC IMAG CYTO RTT	Medical Laboratory Science Medical Imaging Diagnostic Cytology Radiation Therapy
Physical Therapy	167	PT	
Occupational Therapy	168	OT	
Respiratory Therapy	169	RESP	

**Faculty/School:** Medicine

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Immunology	072	IMMU	
Human Anatomy and Cell Science	080	ANAT	
Medicine	083	MED	
Pathology	088	PATH	
Pharmacology	089	PHAC	
Physiology	090	PHGY	
Psychiatry	091	PCTY	
Community Health Sciences	093	CHSC	
Surgery	094	SURG	
Anesthesia	096	ANES	
Medical Microbiology	097	MMIC	
Biochemistry and Medical Genetics	137	BGEN	
Interdisciplinary Medicine	165	IMED	
Medical Education	888	UGME PGME	Undergrad. Medical Education Post Grad. Medical Education

Faculty/School: Music

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	033	MUSC	

Faculty/School: Nursing

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	049	NURS	Nursing
	161	MWFY	Midwifery

Faculty/School: Pharmacy

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
	046	PHRM	

Faculty/School: Physical Education and Recreation Studies

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Physical Education	057	PHED	
Recreation Studies	123	REC	

**Faculty/School:** Science

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Botany	001	BOTN	
Chemistry	002	CHEM	
Statistics	005	STAT	
Physics and Astronomy	016	PHYS	
Zoology	022	ZOOL	
Microbiology	060	MBIO	
Biology	071	BIOL	
Computer Science	074	COMP	
Mathematics	136	MATH	

**Faculty/School:** Social Work (Approved by Faculty Council November 26, 2004)

Department (if applicable)	Dept. No.	Subj. Code	Subject (if not the same as the Department Name)
Social Work	047	SWRK	



**APPENDIX B**  
**Deletion of Courses**

January, 2005

Note: Graduate level courses have been shaded.

Faculty/School: **Architecture** (Approved by Faculty Council: November 4, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
031.602	Behav Spectral	6	050.511	Design Seminar	4
031.603	Modality 1	4	050.523	Graphic Pres 5	1
031.605	Resources 1	4	050.531	Hist Fine Art	6
031.610	Terrain Analys	2	050.533	Hist of Art 3	6
031.619	FS in Landscape	3	050.542	Arch Acoustics	2
031.708	Resources 2	3	050.543	Struct Planning	2
			050.574	Mutations	1
050.109	Arch Drawing 1	8	050.582	Prof Expression	4
050.111	Introduction	2	050.583	Prof Practice 2	4
050.116	Design 1	4	050.617	Eng Analysis	6
050.122	Graph Pres 1	1	050.700	Planning Princ	6
050.200	Summer Work 1	3	050.701	Plan Proc & Des	6
050.217	Workshop 2 A & B	20	050.709	Architecture	1.5
050.218	Theory of Meths	6	050.710	Space Resource	2
050.219	Praxiology	12	050.716	Behav Spectra	2
050.220	Technology	12	050.717	Arch Modality	2
050.223	Ideology	12	050.726	Prin of Aesth	2
050.224	Electives	4	050.745	Aes Morphology	3
050.230	Special Design	9	050.749	Transformation	3
050.319	Arch Design	6	050.750	Comp and Design	3
050.320	Thesis	6	050.751	Acoustics	3

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
050.332	History of Art	6	050.752	Comp Graphics	3
050.432	Hist of Art 2	6	050.753	Regionalism	3
050.500	Summer Work	3	050.754	Courtyard House	3
050.502	B Arch Thesis	10			
050.504	Design 5A	7			

051.349	Prof Practice A	3		
051.405	Design 4	6		
051.406	Th of Design IV	3		
051.407	Prof Practice B	3		
051.440	Studio Elective	3		
051.441	Research Mthds	3		
051.443	Int Des Sen Pro	6		
051.703	Research Method	3		
051.704	Rec Dev Int Des	3		
051.707	Design Factors	3		
051.708	Fm Adv Th & Pn	3		
051.709	Hum & Env Factors	3		
051.710	Thesis/Pra Prep	10		
051.711	Top Organ Mgm	3		
051.712	Fin Mgm for FM	3		
051.713	Fac Oper & Maint	3		
051.714	Prof Pract Sem	3		
051.715	Real Est Pl Dev	3		
051.716	Comp Prep	3		
073.401	Urban Dev Ivc	3		
073.748	Urb Dev Countries	3		
073.749	Des Dev Countries	3		

Faculty/School: Art (Approved by School Council November 19, 2002)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
054.123	Letter & Layout	9	058.306	Silk Screen Wk	6
054.225	Lettering 2	6			
054.227	Printmaking 1	6			
054.230	19 & 20 C Paint	6			
054.237	Ital Ren Sculpt	3			
054.238	Ital Ren Paint	3			
054.345	Adv Printmaking	6			
054.364	Printmaking 2	9			
054.372	Silk Screen Wrk	6			
054.444	Artist Techniq	6			
054.446	Illustration	9			
054.448	Sem Cdn Art 1	3			
054.449	Sem Cdn Art 2	3			
054.454	Adv Printing 2	6			
054.460	Sem Contemp Tra	6			

Faculty/School: Dental Hygiene (Approved by School Council October 25, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
070.224	Rest Dent Tech	6			

Faculty/School: Dentistry (Approved by Faculty Council November 25, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
100.713	Macromol Co Tis	6	102.712	Adv Prostho	6
102.212	Interest Theory	3	102.713	Clinic Prostho	12
102.221	Intro Risk Mgmt	3	102.714	Prosth Material	2
102.700	Edent State	2			
102.701	Part Edent Stat	2	103.213	Anesthesiology	6
102.702	Adj Prosthd Sem	4	103.307	Anaes & O & M Surg	6
102.703	Treat Pl Sem A	4	103.711	Biochem Perio	4
102.704	Treat Pl Sem B	6			
102.705	Prosth Instrum	2			
102.706	Occ or Nat Dent	2			
102.707	Occ Nat/Prosth	2			
102.708	Clin Rest Den	4			
102.711	Maxillo & Prostho	2			

Faculty/School: Education (Approved by Faculty Council November 9, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
063.204	Lit Adolescent	3	063.514	Teach Ukrainian	6
063.212	Childrens Lit	3	063.516	La Linguistique	6
063.214	Can St Elem	3			
063.219	Perf Exp Orale	3	081.207	Industrial Rel	3
063.220	Ens de Anglais	3	081.218	Teacher & Tech	3
063.314	Summer Ed Subur	3	081.314	Summer Ed Subur	3
063.315	Summer Ed North	3	081.315	Summer Ed North	3
063.321	Ens du francais	3	081.705	H&Phys Ed Instr	3
063.326	Meth Immersion	3	081.715	Trc Home Ec Ed	3
063.327	Immersion Elem	3			
063.328	Immersion Sec	3	116.303	Cross-Cult Educ	3
063.405	Method Generale	3	116.702	Politics of Ed	3
063.504	Diag & Rem Techs	6	116.703	Educational Fin	3
063.513	Teach German	6	116.704	Leg Aspects Ed	3
116.705	Th Persp Ed Adm	3	116.725	Sem Cr Cul Ed 2	3
116.706	Sem Adm Prob Ed	3	116.726	Curr Org & Impl	3
116.707	Tops Ed Admin 1	3	116.730	Semin Ps-Soc	3
116.708	Tops Ed Admin 2	3	116.732	Values & Ed	3
116.709	Org Plan Dev Ed	3	116.733	Prg Pl Adult Ed	3
116.710	Anal Ed Organ	3	116.734	Topics Adult Ed	3
116.712	Tops Hist Br Ed	3	116.735	Phil of Ed	3
116.713	Tops Hist Am Ed	3	116.736	Educational Soc	3
116.714	Comparative Ed	3	116.737	History Ed Man	3
116.715	Ed in Dev Coun	3	116.738	Soc Cnt Ed	3
116.716	Tops Ed Found 1	3	116.739	Adv Ed Stud & Prac	3

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
116.719	Sem Ed Thought	3			
116.720	Sem Adult Ed	3	32.723	FSL & Didactic	3
116.721	Sem Post Sec Ed	3	32.724	FSL & Recherche	6
116.722	Hrs Cdn Ed Conf	3			
116.723	Hrs Cdn Ed 1867	3			
116.724	Sem Cr Cul Ed I	3			

Faculty/School: Environment, Earth, and Resources (Memo from the Dean)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
007.125	Planetary Sc	6	007.712	Major	0
007.221	El Mineralogy	3	007.713	Anellary	0
007.222	Planet Earth	6	007.729	Min Res Ming	6
007.347	For Engineers	4	007.739	Pr Quat Pal Rec	3
007.357	Field Course	3	007.745	Adv Crystal	6
007.415	Mineral Techno	0	007.766	Deformat Belts	3
007.448	Geophys Interp	3	007.767	Cenozoic Volcan	3
007.457	Field Course	3			

Faculty/School: Law (Form signed by the Dean)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
045.329	Natural Res Law	3			
045.354	Taxation 1	4			
045.367	The Lawyer Proc	4			

Faculty/School: Management (Approved by Faculty Council December 10, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
009.453	Taxation Acctg	0	027.206	Mgmt Hum Res	2
			027.210	Governm & Ent 1	3
			027.211	Governm & Ent 2	3
			027.221	Fund Marketing	3
			027.241	Labour Relation	3
			027.321	Retail Mngt	3
027.202	Admin Org Behav	3	027.322	Marketing Res	3
027.205	Int Mgt/Org Th	2	027.323	Consumer Behav	3
027.325	Mktg Strategy	3	027.324	Top in Market	3
027.326	Phy Distrib Sys	3	027.792	Mech Comp Mat	3
027.327	Communicat Mktg	3			
027.421	Marketing Mngt	3	098.201	Communications	2
027.458	Prob Cont Ges 1	3			
027.608	Marketing	3			
027.720	Marketing	3			
027.721	Mktg Cons Behav	3			
027.722	Seminar in Mktg	3			
027.723	Sem Cons Behav	3			

Faculty/School: Medical Rehabilitation (Approved by Faculty Council  
November 25, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
068.110	Anatomy	12	068.158	Clinical Manif	3
068.123	Physiology	8	068.159	Occ Perf Mh Dis	3
068.130	Med and Surgery	2	068.160	O.T. Principles	10
068.131	Move & Function	8	068.161	Sys1 O.T.Man(A)	6
068.134	Occ Ther & Move	6	068.167	Prin Occup Ther	6
068.135	Occ Ther Tech	6	068.180	P.T. Principles	10
068.140	Basic Sciences	12	068.181	Sys1 P.T.Man(A)	6
068.141	Psyc 1	3	068.214	Physiology	4
068.142	Sys1 Theory	6	068.215	Med & Surgery	6
068.153	Occ T Phys Dysf	12	068.218	Occ Therapy Th	6
068.155	Gr Therapy Theo	3	068.219	Occ Therapy T & A	4
068.157	Bas Fieldwork 1	5	068.225	Phys Adjuncts	8
068.226	Move & Function	12	068.352	Neurological Dy	5
068.227	Psychiatry	2	068.353	Psychosoc Dys 2	3
068.228	Clin Training	8	068.354	Sp Age Groups 2	4
068.229	Clin Training	8	068.357	Advan Fieldwork	8
068.251	Bas Fieldwork 2	5	068.358	Sum Fieldwork 2	6
068.252	Musculoskel Dys	7	068.359	Voc Rehabilitat	2
068.253	Psychosoc Dys 1	7	068.362	OT Car/Res Hlth	5
068.254	Sp Age Groups 1	4	068.363	OT Clinical Ed	8
068.257	Inter Fieldwork	8	068.364	OT Psy Disorder	10
068.258	Sum Fieldwork 1	6	068.365	OT Cardio-Resp	4
068.263	OT Clinical Ed	8	068.381	Sys 3 Theory PT	10
068.264	OT Mngt Psy Dis	9	068.382	PT Mngt Car/Res	8



Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
068.283	PT Mngt Neurol	10	068.383	PT Clinical Ed	8
068.284	PT Clinical Ed	8	068.387	Psycho Soc Issu	2
068.285	CI Ed Pre-CI Cr	10	068.401	Funct Anatomy	6
068.286	P T Man M-S Dis	6	068.407	Adv Treatments	6
068.306	Med & Surgery	8	068.408	Intro Stats Mr	3
068.307	Med & Surgery	4	068.410	Biomech&Pros Th	3
068.310	Psychiatry	6	068.411	Occ Therapy Sem	6
068.312	Occ Therapy Tec	6	068.412	Biomech&Pros Lb	3
068.313	Move & Function	12	068.610	Human Determin	4
068.314	Phys Adjuncts	4	068.611	Theory OT	3
068.315	Clin Training	12	068.612	Health & Disab	3
068.316	Occ Therapy Th	8	068.613	OT Pract Skill	3
068.317	Clin Training	12	068.614	Enabl Prof Devl	3
068.318	Med Rehab 1	3	068.620	Basic Fieldwork	4
068.319	Med Rehab 2	3	068.630	Occ Anal & Adap	4
068.631	Environ & OP	4	168.409	Independent Sty	3
068.632	Hlth Cond & OP	4			
068.633	OT Pract Skill2	4			
068.634	Enabl Prof Dev2	4			
068.635	Research Meth	4			
068.640	Intermed Fwk1	8			
068.711	Neurological Sc	3			
068.750	OT Pr Child & Ad	4			
068.751	OT Proc Adult 1	4			
068.752	OT Proc Adult 1	4			
068.753	Adv Pract Skill	4			
068.754	Adv Prof Dev 1	4			

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
068.760	Interned Fwks 2	8			
068.770	OT Pr Child Adl 2	4			
068.771	OT Proc Adult 2	4			
068.772	OT Proc Adult 2	4			
068.773	Adv Pract Skl 2	4			
068.774	Adv Prof Devl 2	4			
068.775	Independent St	6			
068.780	Advanced Fwks	6			

Faculty/School: Medicine (Approved by Faculty Council December 7, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
080.708	Comp Vertebrate	6	091.753	Org Case Sem	6
080.716	Intro Hum Genet	3			
			092.401	Radiology	6
083.201	Phys Diagnosis	6			
083.401	Medicine	6	097.101	Infect Diseases	6
			097.203	Mic&Infect Dis	6
084.401	Obst & Gynaecol	6	097.703	Seminar	6
			097.706	Immunobiology	6
085.401	Ophthalmology	6	097.708	Adv Med Bact	6
086.401	Otolaryngology	6	105.000	Emergency	0
088.101	Pathology	6	106.000	Family Practice	0
088.201	Pathology	6			
			107.000	Med Int Care	0
089.701	Instrumentation	6			

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
089.709	Cell Biochem	3	108.000	Critical Care	0
089.712	Top Therap	6			
			109.000	G1 Intern	0
091.401	Psychiatry	6			
091.726	Hist Theories	1	110.000	Neurosurgery	0
091.749	Gen Ad Psych	9			
091.750	Dev Asses Psych	9	111.000	Orthopaedics	0
091.751	Review Seminar	6			
091.752	Psychiatric Sub	3	112.000	Plastic Surgery	0
			113.000	Urology	0

Faculty/School:      Nursing      (Approved by Faculty Council November 16, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
049.305	Survey of Nurs	3			

**Faculty/School:** Physical Education and Recreation Studies  
(Approved by Faculty Council November 24, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
057.140	Con Red Leisure	3	057.387	Hum Res Dev Ser	3
057.201	Eval Leisur Ser	3	057.401	Iss & Tr P Ed&Rec	3
057.240	Racket Sports	1	057.402	Outdoor Rec Ed	3
057.253	Rec Prgm Pln Pr	3	057.403	Rec & Disabled	3
057.254	Prog Parks Rec	3	057.404	Leisur Del Sys	3
057.260	Ldshp Child Cmp	3	057.431	Adm Leis Serv 2	3
057.302	Supr F/Wk Exp	12	057.432	R-B Outd Rec 2	3
057.333	Activity Lab	3	057.433	Rec Disabl 2	3
057.334	Activity Lab	3	057.434	Pln Rec Facil 2	3
057.348	Admin of Intra	3	057.438	Graduation Proj	3
057.349	Comparative P E	3	057.440	Chng Per Ch P/A	3
057.352	Aquatics 2	1	057.447	Ex Physiology 2	3
057.353	Gymnastics 2	1	057.451	Heal& Fitness	3
057.375	Modern Dance 3	1	057.481	Biomech/Sport	3
057.385	Pln Areas & Fac	3	057.704	Motor Sk/Acquir	3
057.386	Adm Leisure Ser	3 -	057.707	Perc Motor Dev	3

**Faculty/School:** Science (Approved by Faculty Council October 19, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
001.502	Adv Pl Ecology	0	013.331	Modern Topics 2	6
001.507	Adv Taxonomy	0	013.343	Vector Analysis	3
001.510	Phys Cytology	0	013.344	Vector Analysis	3
			013.356	Adv Mathematics	3

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
013.133	Calc Geom Trig	6	013.444	Adv Vector Anal	6
013.22	Modern Topics 1	6	013.446	Higher Algebra	3
013.236	Linear Algebra	0	013.449	Adv Vector Anal	3
013.242	Linear Algebra	6	013.461	Top in App Math	6
016.180	Gen Astronomy	6			
022.101	Intro Physio	0			
022.110	Evol & Genetics	0			
022.111	Intro Hum Biol	0			
022.120	Ess Human Phys	3			
022.122	Laboratory	0			
022.131	Hum Physiology	3			
022.255	Lab Human Phys	2			
022.331	Genetics	3			
022.335	Animal Parasit	0			
022.336	Medical Ento	0			
022.447	Physiology	3			
022.450	Topics in Zoo	6			
022.474	Exp Mut & Selec	3			
074.222	Assembler Lan	3			
074.223	Digital Logic	3			
074.430	Networks	3			
074.704	Operations Res	6			
074.711	Logic Design	3			
074.715	Th Computability	3			
074.735	Difference EQ	6			

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
074.750	Time Sharing	6			
074.753	Des Comp Lang	6			

Faculty/School: Social Work (Approved by Faculty Council November 26, 2004)

Current No.	Short Title	C.Hr.	Current No.	Short Title	C.Hr.
047.103	Soc Case Work 1	6	047.714	Field Work	6
047.204	Intro SW and Se	3	047.715	Research Meth 2	3
047.304	Prac Seminar	6	047.717	Prob & Servs 2	6
047.404	Fld Instruction	15	047.727	Practicum	10
047.410	Res Swk&Sw Iss1	3	047.728	S.Wk&S Wel Res	3
047.411	Res Swk&Sw Iss2	3	047.738	Social Ser Eval	3
047.416	Native People	3	047.741	Prac Policy An	6
047.417	Policy & Women	3			
047.424	Family Gp Conf	3			
047.425	Addict CFS Prac	3			
047.426	Crisis Interven	3			
047.701	Soc Casework 2	6			
047.702	Community organ	3			
047.707	Group Work 2	6			
047.708	Supervision	3			
047.712	Research Proj	6			
047.713	Administration	3			

## **IN REMEMBRANCE**

### ***John I. Glanville***

It was with sadness to learn of the passing of John I. Glanville on Sunday, January 9, 2005. John received his B.Sc. (Hons.), in 1953 and his M.Sc. in 1954 in Civil Engineering at Queens, Belfast. He began his career at the University of Manitoba in September 1958 as an Assistant Professor and was awarded the rank of Professor in 1989. He taught in the area of Structural Engineering with particular reference to masonry structures. In 1985, John went on leave of absence from the Department of Civil Engineering to set up the Engineering Access Program (ENGAP) where he served as Director. During his directorship of ENGAP he took on the newly established half-time position of Director of Academic Affairs in the Faculty of Engineering in 1990, and at the same time retained his position as Professor of Civil Engineering. He left the position of Director of ENGAP in March 1992, and retired from the Faculty in January 1997.

John was well known for his research in masonry and will be long remembered for his caring demeanor towards the students he taught and supervised.



**Faculty of Engineering**

## GILBERT IVAN PAUL

It is with great sadness that we report the passing of a colleague, a mentor and a great friend of the University and the Department of Statistics, Gilbert Ivan Paul.

Gilbert grew up on a farm near Balgonie, Saskatchewan. He joined the Royal Canadian Air Force in 1942 and served Overseas in the Second World War as a Wireless Air Gunner. Upon his return to Canada, Gilbert resumed his education. He received a Masters of Science Degree in Genetics and Plant Breeding from the University of Alberta, and his Ph.D. in Statistics from the University of North Carolina. Gilbert taught Population Genetics at McGill University for four years prior to joining the Department of Actuarial Mathematics and Statistics at the University of Manitoba. For over 30 years Gilbert had a profound influence on the field of Statistics as it grew and flourished at the University. Gilbert was a leader and an innovator through which he oversaw the introduction of Masters and Ph. D. programmes in Statistics. He spearheaded the drive to create a separate Department of Statistics at the University, making it the first such department in Canada. Over his years of service he provided much appreciated council to the Heads and members of the Department as its programmes grew and flourished.

In addition to his involvement in the growth and development of his field of statistics, Gilbert was also very active in other areas of University life. He served many years on the University of Manitoba Senate and was chair of the Senate Planning and Priorities Committee. As a student of parliamentary procedure he was frequently consulted and served on many occasions as Parliamentarian at various Faculty and UMFA meetings on campus. He will be remembered for his quiet demeanor and with a sly smile he often calmed the waters of discontent during heated discussions and potential conflict.

Gilbert and his wife Irene bought Lone Pine Farm and built a home together, where they lived and farmed for 30 years. Gilbert was very active in the community and served on various boards. He was Chairman of the Board of the Fort Garry School Division and later served on the School Board of the Whitehorse Plains School Division. He served as a Director of the Manitoba Association of School Trustees. Gilbert was President of the Manitoba Society of Seniors for two years and of the Army, Navy and Air Force Unit #372 for 15 years. He also served on the Board of Directors of the Manitoba Association of Registered Nurses. Gilbert ran as a candidate with the Liberal Party of Manitoba, and was a member of the Manitoba Association of Parliamentarians. He also served as a Provincial Officer with the Manitoba/North West Ontario ANAF Veterans Association.

Gilbert enjoyed teaching, farming, hoeing in the garden, playing cribbage, curling, and road trips to family reunions in Western Canada. Gilbert spent countless hours reading in his study, researching a variety of subjects, and writing his memoirs. He mostly enjoyed spending time with colleagues, friends and especially his family. Gilbert was a very generous man, not only with family and friends, but with many organizations in his community. He was an especially philosophical man and felt it was very important to contribute to an overall sense of community.



Report of the Senate Committee on Awards respecting Awards - January 28, 2005 (Part A)

Preamble

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

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

At its meeting on January 28, 2005 SCOA reviewed 11 new awards offers, 21 award amendments, and one award withdrawal and reports as follows.

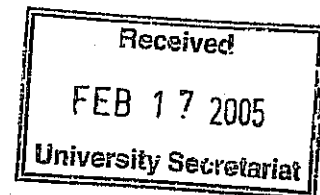
Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 11 new awards, 21 award amendments and one award withdrawal as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated January 28, 2005 - Part A). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

*Liana Kaspersion (for)*

Professor R. Baydack, Chair  
Senate Committee on Awards



**APPENDIX "A"****OFFERS****CANADIAN MASONRY RESEARCH INSTITUTE SCHOLARSHIP**

The Canadian Masonry Research Institute has established an endowment fund of \$30,000 to provide a scholarship in the Faculty of Architecture at the University of Manitoba.

This fund will provide an annual scholarship, first offered in the winter term of 2004 - 2005. The scholarship shall be valued at the available annual interest and be offered to a student who:

- (1) is enrolled as a full-time student in the Faculty of Graduate Studies, in a Master's program in the Faculty of Architecture at the University of Manitoba (Architecture, City Planning, Interior Design or Landscape Architecture);
- (2) has completed the required course work toward a Master's degree and has achieved a minimum cumulative grade point average of 3.0 on these courses;
- (3) has begun to conduct research toward a Master's thesis, design thesis or comprehensive examination that is specifically related to unit or stone masonry studies;
- (4) submits the best written proposal (approximately 250 words) outlining how their Master's thesis, design thesis or comprehensive design proposal relates specifically to unit or stone masonry studies.

Submissions must state the theme and scope of the proposed research, how funds will be used to further studies (i.e., material, travel), and two letters of reference, one academic and one personal reference.

The recipient will be required to make a formal presentation to the Faculty of Architecture student body and submit a written report to the Chair of Masonry Studies and the Canadian Masonry Research Institute.

The selection committee for this award will be named by the Chair of Masonry Studies and will include the Dean of the Faculty of Architecture (or designate).

**JAMES PALMER LEWIS STUDENT AWARD**

From the bequest of James Palmer Lewis, an endowment fund of \$9,700 has been established to provide awards in the Faculty of Architecture at the University of Manitoba. Mr. Lewis wished that this award would be used for the direct educational benefit of students in the Faculty of Architecture for tuition, books, supplies or travel.

The available annual income will be used to offer awards to students who:

- (1) are enrolled full-time in the Faculty of Architecture (ED3 Option) undergraduate program, OR are enrolled full-time in the Faculty of Graduate Studies in a Master's program in the Departments of Architecture, City Planning, Interior Design, or Landscape Architecture;
- (2) have achieved a minimum cumulative grade point average of 3.5 based on the last two years of full-time study;
- (3) require assistance with tuition, books, supplies, or travel related to their program of study.

Applications for funding must include a letter from the candidate that outlines how the award will be used and how it will assist the applicant in their program of study. The selection committee will determine the number and value of annual awards offered.

The selection committee for this award will be named by the Dean of the Faculty of Architecture.

### **SID TREPEL PRIZE IN MARKETING**

Mr. Mel Lazareck, together with the I.H. Asper School of Business, has established a prize in Marketing in memory of Sid Trepel. The available annual interest generated by an endowment fund of \$10,000 will provide an annual convocation prize beginning in 2006. At the age of 22 Sid Trepel started his career with Ben Moss Jewellers. His vision, persistence and leadership guided Ben Moss Jewellers from a one-store location in Winnipeg to a national jewellery chain across Canada, which is recognized throughout the industry as a leader in customer service and value. The prize honours Sid Trepel and the contributions he made to his community and profession during his long and distinguished career with Ben Moss Jewellers.

The prize will be offered annually to an undergraduate student who:

- (1) has completed the fourth year of study as a full-time student in the I.H. Asper School of Business at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.0; and
- (3) has declared a major in Marketing and has completed, and achieved the highest average grade, in the following courses (or their equivalent): Marketing Research (118.322), Consumer Behavior (118.323), Marketing Management (118.421) and one additional three credit hour marketing course required for the major.

If more than one additional course is completed toward a candidates major, the course in which they have achieved the highest grade will be used in determining the average grade for the third criterion.

Recipients will be publicly recognized as Trepel Scholars in Marketing.

The selection committee will be named by the Head of the Department of Marketing.

**DEPARTMENT OF PSYCHIATRY AWARD**

The Department of Psychiatry of the Faculty of Medicine has contributed \$20,000 to establish an award fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made an equal contribution for a total fund of \$40,000 to provide support to graduate students for education and professional development.

The awards will be offered to students who:

- (3) are registered as part-time or full-time University of Manitoba students and are residents in the Psychiatry Training Program in the Department of Psychiatry, Faculty of Medicine;
- (4) have demonstrated academic achievement as indicated by rotational evaluations and departmental annual examinations;
- (3) are travelling to a conference, seminar, or other approved event within North America that is associated with their program, OR are pursuing further education and/or research that has been approved by the department;
- (4) submit a proposal outlining the objectives to be achieved and how training will be enhanced by the travel, education, or research.

One or more awards may be offered annually at the discretion of the selection committee. The value of each award will depend on the recipient's level of involvement in the conference, seminar, or event, or on the activities associated with the approved education or research.

The selection committee will be named by the Head of the Department of Psychiatry (or designate).

**SEPTODONT / LOUIS NIEF PRIZE**

Septodont of Canada Inc. / Novocol Pharmaceutical of Canada Inc. offers to provide an annual prize in recognition of a Faculty of Dentistry student's understanding and application of dental anaesthesia. The first prize, valued at \$250, will be offered in 2005.

The prize will be offered to an undergraduate student who:

- (1) has completed the third year of study in the Faculty of Dentistry at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.0;
- (3) has demonstrated a pursuit of knowledge and skill in the control of dental pain and anxiety greater than the basic curriculum requirement.

The selection committee will be the Scholarship Committee of the Faculty of Dentistry.

**UMSU - HAROLD BUCHWALD AWARD  
FOR OUTSTANDING EXTRACURRICULAR CONTRIBUTION**

In May of 2003, the University of Manitoba Students' Union (UMSU) requested that an award be established to honour Dr. Harold Buchwald C.M., Q.C., and his role as a founding member of the Board of Trustees of the UMSU Scholarship & Bursary and Endowment Fund. Dr. Buchwald graduated from the University of Manitoba in 1948 (B.A.), 1952 (LL.B.), 1957 (LL.M.) and received an Honourary LL.D. in 1994. He served his fellow students as Editor of the Manitoban in 1950-1951 and as UMSU Vice-President in 1951-1952. He has served as Chair of the Board of Trustees since its inception in 1997. The first award will be offered in the spring of 2005.

The award, valued at \$1,000, is intended to recognize a University of Manitoba student who:

- (1) has completed all requirements for an undergraduate degree or diploma from any Faculty or School at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.0;
- (3) has made an outstanding extracurricular contribution to the quality of student life, the enhancement of student government and/or university governance, and has exhibited special leadership by performance or example in undergraduate activities (athletic, artistic, literary, political, journalistic, broadcast, organizational or otherwise).

A student completing a pass/fail program (e.g. Medicine) will be eligible provided that a letter of support from their program Dean or Director is supplied. Fellow students, University of Manitoba faculty, staff, alumni or members of the Board of Trustees may nominate candidates by completing a nomination form.

The selection committee will be the voting members of the Board of Trustees of the UMSU Scholarship & Bursary and Endowment Fund.

**UMSU - I.H. ASPER AWARD FOR OUTSTANDING EXTRACURRICULAR CONTRIBUTION  
IN BROADCASTING AND IN JOURNALISM**

In May of 2003, the University of Manitoba Students' Union (UMSU) requested that two awards be established to honour Dr. I.H. Asper, C.M., Q.C. Dr. I.H. Asper graduated from the University of Manitoba in 1953 (B.A.), 1957 (LL.B.), 1964 (LL.M.) and received an Honourary LL.D. in 1998. As Founder and Executive Chairman of CanWest Global Communications Corp., Dr. Asper added print holdings to a media empire of TV, radio and cable networks and internet portals throughout Canada and around the world. He served his fellow students as UMSU Director of Public Relations (1953-1954) and was a staff member of The Manitoban in 1951. The first award will be offered in the spring of 2005.

One award will be presented for excellence in journalism and one for excellence in broadcasting. The awards, valued at \$2,500 each, are intended to recognize University of Manitoba students who:

- (1) have completed all requirements for an undergraduate degree or diploma from any Faculty of School at the University of Manitoba;
- (2) have achieved a minimum cumulative grade point average of 3.0;
- (3) have made an outstanding extracurricular contribution to the quality of student life and has exhibited special leadership in undergraduate activities in journalism or broadcasting.

A student completing a pass/fail program (e.g., Medicine) will be eligible provided that a letter of support from their program Dean or Director is supplied. Fellow students, University of Manitoba faculty, staff, alumni or members of the Board of Trustees may nominate candidates by completing a nomination form.

The selection committee will be the voting members of the Board of Trustees of the UMSU Scholarship & Bursary and Endowment Fund.

#### **SHEU L. LEE FAMILY SCHOLARSHIP IN ONCOLOGY RESEARCH**

Through a bequest left to the Canadian Cancer Society (Manitoba division) by Mr. Sheu Lee, two annual scholarships of \$3,000 each are to be made available to graduate students conducting research in the area of Oncology.

The scholarships will be offered to two students who:

- (1) are enrolled as part-time or full-time students in the Faculty of Graduate Studies either in the Faculty of Nursing (either in the Master's program (Oncology Focus) or the Ph.D. program in Cancer Control), or in the Department of Psychology in the Faculty of Arts, or in the Faculty of Medicine;
- (2) have achieved a minimum cumulative grade point average of 3.5 (or equivalent) in the graduate program (if 12 credit hours or greater has been completed) or, in the last 60 credit hours of their undergraduate program (students entering from the Faculty of Medicine who graduated in good standing will be considered eligible);
- (3) are conducting or plan to conduct research in the area of Oncology.

Preference will be given to students from rural Manitoba, which will be determined by the high school the student graduated from.

The recipients of this award may hold it with any other award. Eligible students will be required to submit a letter of application to the Faculty of Graduate Studies. The letter must provide a

summary of the research that the student is conducting or plans to conduct and will outline the relevance of the research to the study of Oncology. A copy of a recent transcript and a letter of support from a supervisor or graduate program head must be submitted with the letter of application. The Faculty of Graduate Studies will set the deadline date for applications each year.

The scholarship is not renewable but a recipient may reapply in each year of study.

The selection committee shall be named by the Dean of the Faculty of Graduate Studies and will include a representative of the Canadian Cancer Society (Manitoba division).

#### **UNIVERSITY OF MANITOBA RADIOLOGY SCHOLARSHIP AND TRAVEL AWARD**

With a gift of \$100,000, the Department Radiology at the Health Sciences Centre has established an endowment fund at the University of Manitoba to support scholarships and awards for students who have completed their medical degree and are specializing in Radiology or Nuclear Medicine. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. From the annual interest generated by the \$200,000 endowment fund, three types of awards may be offered from time to time.

Travel awards may be offered to residents who:

- (1) are currently registered in the Department of Radiology at the University of Manitoba; and
- (2) are travelling to conferences, seminars, or other approved events associated with the program.

A scholarship may be offered to a resident who:

- (1) has completed an undergraduate degree in the Faculty of Medicine at the University of Manitoba or other recognized post-secondary institution; and
- (2) is completing a residency in the Department of Radiology in the Faculty of Medicine at the University of Manitoba; and
- (3) will pursue further research or study as a Fellow in the Department of Radiology in the Faculty of Medicine at the University of Manitoba with an intent to practice in the Department of Radiology, Health Sciences Centre.

A scholarship may be offered to a resident who:

- (1) has completed an undergraduate degree in the Faculty of Medicine at the University of Manitoba or other recognized post-secondary institution; and
- (2) is completing a residency in the Department of Radiology in the Faculty of Medicine at

the University of Manitoba; and

- (3) will pursue further research or study in diagnostic imaging at a recognized post-secondary institution in Europe (including Great Britain), in the United States of America, or in Canada other than the University of Manitoba with an intent to practice in the Department of Radiology, Health Sciences Centre.

Based upon the availability of monies to be disbursed, alternate funding sources and the number of applicants, the selection committee will annually determine if travel awards will be distributed, as well as the number and value of these awards. Applicants must be performing satisfactorily in the program. For scientific meetings, preference will be given to those residents presenting papers or posters. Applications for travel awards will be made to the secretary of the Department of Radiology of the University of Manitoba.

The decision as to whether to provide scholarship funding as well as the determination of the value of the award will be made by the selection committee based upon the availability of monies to be disbursed and alternate funding sources. Applications for scholarship funding will be made to the chair of the selection committee and must be accompanied by a letter of support from an imaging specialist in the Department of Radiology at the Health Sciences Centre. Criteria used in selecting a candidate will include their clinical and academic performance as well as the perceived value of supplemental training to the Department of Radiology.

The selection committee for these awards will be named by the Head of the Department of Radiology.

#### WINNIPEG CHAMBER OF COMMERCE AWARD

As transportation is an area of strategic interest to the Winnipeg Chamber of Commerce, they wish to offer two one-time only scholarships of \$2,500 each in Logistics and Supply Chain Management for the 2005-2006 academic session.

The awards will be offered to students who:

- (1) are enrolled as full-time undergraduate students in the I.H. Asper School of Business at the University of Manitoba;
- (2) have declared a Major in Logistics and Supply Chain Management;
- (3) have achieved a minimum cumulative grade point average of 3.5.

The selection committee will be named by the Dean of the I.H. Asper School of Business.



**DEAN OF GRADUATE STUDIES  
STUDENT ACHIEVEMENT AWARD**

The University of Manitoba, Dean of Graduate Studies Student Achievement Award recognizes the outstanding academic achievement, strong leadership skills and notable personal service of a student to other students and the community.

The number of awards offered annually will be dependent upon the number of nominations received and the quality of the nominees. A maximum of three awards may be offered each year.

The Dean of Graduate Studies Student Achievement Award will be offered to graduate students who:

- (1) have been enrolled in a graduate program at the University of Manitoba for at least one year;
- (2) have displayed intellectual and academic attainment of a high standard;
- (3) have a minimum grade point average of 3.50 in the graduate program;
- (4) have volunteered within and outside their role as a student;
- (5) have demonstrated strong leadership abilities;
- (6) have shown outstanding performance in teaching.

A nomination form must be submitted along with three letters of support. One of the letters of support may be from outside of the University of Manitoba. The letters of support should address the nominee's integrity of character, inquisitive nature for learning, commitment to improving the quality of life of others, and their importance as a role model and/or mentor to other students.

Each recipient will receive a \$1000 cash prize and a certificate that will be presented at the annual Faculty of Graduate Studies Awards Reception. A recipient may only hold this award once.

Nominations will be adjudicated by the Dean and Associate Deans of the Faculty of Graduate Studies.

## AMENDMENTS

**ST. PAUL'S COLLEGE ALUMNI AND FRIENDS ASSOCIATION  
ENTRANCE SCHOLARSHIPS**

The terms of reference for this scholarship will undergo one amendment. The final paragraph states that "this scholarship may not be held with any other entrance scholarship offered by the graduate's high school or any other University of Manitoba entrance scholarship valued at \$500.00 or more". To remove this restriction, the sentence will be changed to "*this scholarship may be held with any other entrance scholarship offered by the graduate's high school or any other University of Manitoba entrance scholarship.*"

**SHANSKI FINE ARTS BURSARY**

With agreement from the donor, the value of this bursary will be amended to the available annual interest generated by the endowment fund (previously \$500).

**C. THOMAS SHAY SCHOLARSHIP**

This scholarship will undergo two amendments. First, the scholarship is open to full-time graduate students in Anthropology pursuing thesis research for their M.A. or Ph.D. degrees. This will be amended to reflect that these will normally be students *who have completed the majority of their course requirements*. Second, recent applications for the scholarship have involved human subjects. As such, it will be made explicit in the terms of reference that applicants whose research studies involve living human subjects will be required to follow established protocol for human ethics review if interviews, surveys, focus groups, etc., are intended.

**MARN FOUNDATION UNDERGRADUATE BURSARY**

The name of this bursary offered in the Faculty of Nursing is to be amended to the *CRNM UNDERGRADUATE BURSARY*. *CRNM is the acronym for the College of Registered Nurses of Manitoba.*

**MANITOBA PROVINCIAL SCHOLARSHIP**

The name of this graduate scholarship will be amended to the *MANITOBA GRADUATE SCHOLARSHIP*.

**DENTISTRY CANADA FUND SCHOLARSHIP**

At the request of the donor, the name of this scholarship will be changed to *DCF - ORAL-B LABORATORIES DENTAL UNDERGRADUATE SCHOLARSHIP*.

**FACULTY OF HUMAN ECOLOGY PROGRAM MEDALS**

The Faculty of Human Ecology Medal (Clothing and Textiles) will be amended to Faculty of Human Ecology Medal (Textile Sciences).

**EECOL ELECTRIC INC. SCHOLARSHIP**

This scholarship in the Faculty of Engineering was established for a five-year term, beginning in 2000 and ending with the 2004 offer. EECOL Electric will now continue to support the scholarship on a continuing basis.

**SPECIAL SCHOLARSHIPS IN HUMAN ECOLOGY  
CRAFTS GUILD OF MANITOBA COMMEMORATIVE BURSARY  
CECILIA A. GONZALEZ SCHOLARSHIP  
E. ELIZABETH SHANNON PRIZE**

The Department of Clothing and Textiles has changed its name to Textile Sciences. The terms of reference for these awards will be amended to reflect this change.

**HUMAN ECOLOGY STUDENTS' SOCIETY BURSARIES  
MANITOBA WOMEN'S INSTITUTE - ESTHER THOMPSON MACKAY MEMORIAL BURSARY  
MANITOBA WOMEN'S INSTITUTE BURSARY  
MANITOBA ASSOCIATION OF HOME ECONOMISTS - WINNIPEG BURSARY  
MANITOBA ASSOCIATION OF HOME ECONOMISTS - RUTH BERRY AWARD**

The Bachelor of Human Ecology (Clothing and Textiles) degree offered in the Faculty of Human Ecology has been changed to a Bachelor of Science (Textile Sciences) degree. The above listed awards are open to all students in the Faculty of Human Ecology, therefore the terms of reference will be amended to add this degree to be considered eligible.

**MARY ALICE WALLACE-DERRICK GRADUATE TRAVEL AWARD IN DENTISTRY**

The name of this award will be amended to the *RUSSELL E. WALLACE MEMORIAL FUND*.

**BETTY A. NICKS FELLOWSHIP**

This graduate award in Education will undergo one amendment. It will be specified that the minimum grade point average of 3.6 will be calculated on the last 60 credit hours of study.

**FACULTY OF MUSIC AWARDS**

All award terms of reference will be updated from School of Music to Faculty of Music.

**GOVERNOR GENERAL'S ACADEMIC MEDALS**

Due to increased enrolment, the University of Manitoba is now entitled to two silver medals. The second medal will be awarded according to the existing terms of reference. One medal will be offered at the spring Convocation in May and one medal will be offered at the fall Convocation in October.

**WITHDRAWALS****MCATEER FLOOD RELIEF BURSARY**

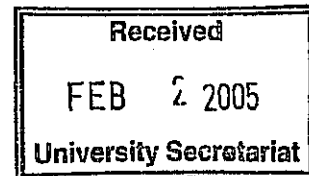
The terms of reference for this bursary will be withdrawn. Funding was provided for two years and the last offer was made in 1998.



February 2, 2005

CABINET DE LA RECTRICE

Mr. Jeff M. Leclerc  
University Secretary  
Office of the University Secretary  
312 Administration Building  
University of Manitoba  
Winnipeg, Manitoba R3T 2N2



Dear Mr. Leclerc:

Pursuant to a meeting held on January 18, 2005 with yourself and Dr. Lobdell of the University of Manitoba and myself, Ibrahima Diallo and Stéphane Dorge of our institution, the purpose of this letter is to outline our proposed Baccalaureate program in International Studies for consideration and approval by the Senate. To this end, I have attached our Statement of Intent (in French) as submitted to the Council on Post-Secondary Education in July 2004 and all ancillary correspondence.

A program in International Studies will make an important contribution to the mission of the Collège universitaire de Saint-Boniface (hereinafter «CUSB») by further promoting the cultural diversity found at the CUSB and in the Franco-Manitoban community. This international course, taught in French, will offer students of the CUSB the opportunity to study the field of international affairs, and in so doing, broaden their educational, cultural, economic and social horizons.

Concretely, the program will allow the student to achieve the following objectives :

- To understand, from a general point of view, the world, its realities and the relationship among cultures.
- To familiarize the student with the political, economic, social and cultural questions of the modern world.
- To make the student aware of the major current issues relating to international studies such as the need to create conditions for lasting international peace, environmental issues, and cultural differences, to name only a few.
- To guide the student in developing critical thinking and creativity.
- To increase appreciation of the effects of diversity and the intercultural and multicultural context in which we live.

The proposed program is a three-year degree with a total of 90 credit hours leading to a B.A. in International Studies. It will be administered by the Faculty of Arts, Science and Business Administration, given that the program is of an interdisciplinary nature and that the large majority of courses are offered by these different departments. Below is the course composition of the B.A. in International Studies Program.

### **Composition of the B.A. in International Studies Program**

#### **Required Courses in Year 1 - University 1 (30 credit hours)**

Languages	Français (French) : 144.100 or 144.109 and 144.111 Anglais (English) : 004.106 and 004.107 or 004.200 (based on the results of the linguistic profile)	6
	Maths/Science Requirement (3 credits in Mathematics)	6
019.150F	Introduction à la politique <i>Introduction to Politics</i>	6
018.121F	Introduction aux politiques et problèmes économiques canadiens <i>Introduction to Canadian Economic Issues &amp; Policies</i>	3
018.122F	Introduction aux politiques et problèmes économiques mondiaux <i>Introduction to Global &amp; Environmental Issues &amp; Policies</i>	3
<b>*xxx.1xx</b>	<b>Introduction aux études internationales</b> <i>Introduction to International Studies</i>	<b>3</b>
099.111F	Introduction à l'université <i>Introduction to University</i>	3

#### **Required Courses in the Bachelor of International Studies (39 credit hours)**

011.238F	Le monde du XX <sup>e</sup> siècle <i>The Twentieth-Century World</i>	6
019.204F	Introduction aux relations internationales <i>Introduction to International Relations</i>	6
019.356F	Politique étrangère canadienne <i>Canadian Foreign Policy</i>	6
<b>*019.325F</b>	<b>Économie politique internationale</b> <i>International Political Economy</i>	<b>3</b>
<b>*019.384F</b>	<b>Approches théoriques en relations internationales</b> <i>Approaches to the Study of International Relations</i>	<b>3</b>
027.412F	Commerce international <i>International Commerce</i>	3
Langues	Français (French): 144.109 or 144.111 or 144.291 or Anglais (English) : 27.200 or 27.350	3
053.128F	Introduction à la géographie humaine <i>Introduction to Human Geography</i>	3

076.122F	Anthropologie culturelle <i>Cultural Anthropology</i>	3
077.122F	Introduction à la macrosociologie <i>Introduction to Macro-Sociology</i>	3

**Optional Courses in the Bachelor of International Studies (21 credit hours)**  
*(It is the student's responsibility to verify whether the course has a prerequisite.)*

015.132F	Introduction à la logique <i>Introduction to Logic</i>	6
015.230F	Philosophie politique <i>Political Philosophy</i>	6
019.251F	Les grands penseurs politiques <i>Great Political Thinkers</i>	6
019.314F	Sujets particuliers en politique 1 <i>Selected Topics in Politics 1</i>	3
019.315F	Sujets particuliers en politique 2 <i>Selected Topics in Politics 2</i>	3
020.132F	Introduction aux religions du monde <i>Introduction to World Religions</i>	6
<b>*xx.3xx</b>	<b>Sujets particuliers en études internationales</b> <i>Selected Topics in International Studies</i>	<b>3</b>
053.129F	Introduction à la géographie physique <i>Introduction to Physical Geography</i>	3
053.265F	Géographie politique 1 <i>Political Geography 1</i>	3
053.266F	Géographie politique 2 <i>Political Geography 2</i>	3
053.342F	L'eau, enjeu géostratégique <i>Water as a Geostrategic Issue</i>	3
053.382F	Les territoires de la francophonie mondiale <i>Global Francophone Territories</i>	3
053.384F	Les espaces francophones de l'Afrique, de l'Asie et de l'Océanie <i>Francophone Communities in Africa, Asia and Oceania</i>	3
076.330F	Problèmes sociaux contemporains et l'anthropologie <i>Anthropology and Contemporary Social Issues</i>	3
076.375F	Globalisation et mondialisation <i>Anthropological Perspectives on Globalization and the World-System</i>	3

077.231F      Choix de problèmes sociaux  
                 *Selected Social Problems*

3

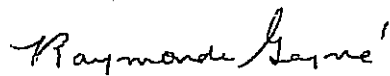
077.357F      Inégalités sociales

3

**\*New courses to be introduced.**

Should you have any questions regarding the foregoing or require any additional information please do not hesitate to contact me at your earliest convenience.

The President,



Raymonde Gagné

Enclosures

cc :    Ibrahima Diallo, Dean of the Faculty of Arts, Science and Business  
         Administration

Stéphane Dorge, Secretary General



12 AOÛT 2004

Le 9 août 2004

Madame Raymonde Gagné  
Rectrice  
Collège universitaire de Saint-Boniface  
200, avenue de la Cathédrale  
Saint-Boniface (Manitoba) R2H 0H7

**Objet : Déclaration d'intention du Programme du baccalauréat international**

Madame,

La déclaration d'intention du Programme du baccalauréat international a fait l'objet de l'étude du Conseil de l'enseignement postsecondaire.

Nous vous demanderions de bien vouloir procéder à l'élaboration de la proposition du programme intégrale à des fins d'approbation. Cependant, le fait que la déclaration d'intention soit autorisée n'assure pas forcément l'approbation du programme.

Si vous avez des questions, n'hésitez pas à communiquer avec moi en composant le 945-4779.

Nous vous prions d'agréer, Madame, l'expression de nos sentiments distingués.

La coordonnatrice du programme,



Susan Deane

c. c. Louise Gordon

09 AOUT 2004

August 6, 2004

Translation to follow

Mrs. Raymonde Gagné  
President  
Collège universitaire de Saint-Boniface  
200 Avenue de la Cathédrale  
Saint-Boniface MB R2H 0H7

Dear Mrs. Gagné:

**Re: Statement of Intent for Baccalaureate program in International Studies**

The Council on Post-Secondary Education has reviewed the above noted statement of intent submitted by the College de Saint-Boniface.

Please feel free to proceed with developing the full program proposal and submit to Council for approval. However, approval of the statement of intent does not necessarily mean that the program will ultimately be approved.

Should you have any questions or concerns, please do not hesitate to contact me at 945-4779.

Sincerely,



Susan Deane  
Program Coordinator

c. Louise Gordon



CABINET DE LA RECTRICE

Le vendredi 9 juillet 2004

Madame Louise Gordon, directrice générale  
Conseil de l'enseignement postsecondaire  
410-330, avenue Portage  
Winnipeg (Manitoba) R3C 0C4

Madame,

Vous trouverez ci-joint une déclaration d'intention d'une proposition de programme intitulé *Baccalauréat en Études internationales* au Collège universitaire de Saint-Boniface pour une mise en œuvre provisoire en septembre 2006.

Espérant le tout à votre entière satisfaction, nous vous prions de recevoir, Madame, l'expression de nos meilleurs sentiments.

La rectrice,

Raymonde Gagné

cc : N. Collet  
I. Diallo  
S. Deane, coordonnatrice des programmes, CEP

## DÉCLARATION D'INTENTION

Nom de l'établissement qui présente la déclaration d'intention :

Collège de Saint-Boniface

Titre du programme proposé : Baccalauréat en Études internationales

Titre de compétences offert : Baccalauréat

Date de mise en œuvre provisoire : septembre 2006

S'agit-il d'un programme récemment élaboré ou d'une modification importante apportée à un programme existant? Dans la deuxième éventualité, de quel programme s'agit-il?

Ce qui est proposé est un tout nouveau programme mais qui s'appuie sur des cours et programmes déjà existants provenant de divers départements universitaires au Collège universitaire de Saint-Boniface. Les départements des langues et des humanités y contribuent de manière significative.

Raymond J. J. J.  
Signature du président/recteur

le 5 juillet 2004  
Date

Date de réception par le Conseil de l'enseignement postsecondaire :

\_\_\_\_\_

## **Section I – Identification de l'établissement et du programme**

1. Indiquez le titre du programme proposé ainsi que le diplôme ou le certificat à accorder à la fin de ce programme.

Études internationales sanctionnées par un Baccalauréat en Études internationales

2. Quel établissement remettra le diplôme ou le certificat obtenu?

L'Université du Manitoba, puisque tous les diplômes universitaires au Collège sont décernés par l'Université du Manitoba auquel le CUSB est affilié.

3. Quels autres établissements, le cas échéant, contribueront à ce programme, et quelle sera précisément la contribution de chacun d'entre eux?

L'Université du Manitoba (U of M) est notre institution d'affiliation, les étudiantes et étudiants inscrits à ce programme auront le choix de suivre des cours équivalents à (U of M). Aucune autre institution, sauf l'Université du Manitoba est appelée à contribuer.

4. Quelle est la date de mise en œuvre proposée pour ce programme?

La date de sa mise en œuvre proposée est septembre 2005.

5. Indiquez le ou les départements, ou encore la ou les autres unités organisationnelles responsables de ce programme..

C'est un programme à composition multidisciplinaire faisant appel aux départements d'économie, de géographie, d'histoire, des langues, de philosophie, de religion, de sciences politiques et de sociologie.

L'unité responsable de ce programme est le département de Sciences politiques.

## Section II – Description du programme

### 1. Quel est l'objectif de ce programme?

C'est un programme d'étude multidisciplinaire de niveau universitaire d'une durée de trois ans, qui permet d'offrir à la clientèle étudiante du Collège l'occasion d'étudier le domaine international et qui vise à offrir une formation leur permettant d'œuvrer dans plusieurs domaines identifiés au point 3 de ce document.

Le programme permettra d'atteindre les objectifs suivants :

- Connaître, d'un point de vue général, le monde, ses réalités et les relations entre les cultures.
- Munir les étudiants de connaissances sur des questions politiques, économiques, sociales et culturelles du monde contemporain.
- Sensibiliser les étudiants aux grandes questions actuelles reliées aux études internationales telles que la nécessité de créer les conditions d'une paix internationale durable, les questions environnementales, les différences culturelles, pour n'en nommer que quelques-unes.
- Amener les étudiants à développer un esprit critique face aux questions internationales.
- Acquérir un ensemble d'outils méthodologiques propres à différentes disciplines.
- Permettre d'être fonctionnel dans les deux langues officielles du Canada.
- Développer des qualités personnelles telles que l'empathie, l'esprit critique et la créativité, qui sont de nos jours nécessaires dans l'exercice d'une carrière internationale.
- Apprécier davantage les effets provoqués par la diversité et les contextes sociétal interculturel et multiculturel dans lequel nous sommes appelés à vivre.

## 2. Établissez le lien entre le programme proposé et la mission de l'établissement.

Ce nouveau programme cadre bien avec l'énoncé de mission de notre établissement dans la mesure où il contribuera à l'apprentissage, à la promotion de la langue française et, d'un point de vue général, à l'épanouissement de la culture francophone. Le baccalauréat en études internationales va aussi contribuer à l'avancement de la diversité culturelle que l'on trouve de plus en plus au CUSB et dans la communauté franco-manitobaine. Car dans cette ère de la mondialisation, il offrira aux étudiants une occasion unique de participer et de devenir des citoyens susceptibles d'élargir leurs perspectives des enjeux politiques, sociaux et économiques de la scène internationale. Le programme, comme l'indique l'énoncé de mission, va donc « permettre à ses diplômés et diplômées d'exceller dans un monde moderne et diversifié ».

## 3. Établissez le besoin du marché et la demande du marché pour ce programme, de préférence au cours des trois à cinq prochaines années.

Depuis un certain temps, la diversité et le multiculturalisme s'offrent comme éléments qui ont un impact sur la vie au Collège et dans la communauté environnante. De plus en plus d'étudiants en provenance de l'international, que ce soient des étudiants ayant obtenu le visa d'étudiant étranger ou des étudiants qui ont reçu le statut de Résident permanent, viennent s'ajouter à notre population de souche manitobaine. Cela a eu comme effet d'accroître l'intérêt pour l'international chez toutes les populations qu'elles soient de provenance franco-manitobaine, immersion ou internationale.

Les diverses entités communautaires qui entourent le Collège voient aussi l'impact de cette vague vers l'international. La Société Franco-Manitobaine, Pluri-elles, la Division scolaire Franco-Manitobaine ont tous pris des moyens pour accueillir et pourvoir aux besoins de ces nouveaux arrivants.

### SONDAGE

Un sondage auprès de 28 étudiants et étudiantes inscrits en première année en administration des affaires et en économie a démontré qu'il y existait un vif intérêt pour

la mise en place d'un tel programme. Des 28 étudiantes et étudiants de première année, 18 se sont montrés intéressés. Certains des étudiants et étudiantes en administration des affaires sont même prêts à combiner leur programme en Administration des affaires au nouveau programme d'Études internationales. Un sondage informel auprès des étudiantes et étudiants inscrits en sciences politiques ont aussi démontré un grand intérêt. Ceux-ci reconnaissent la valeur ajoutée qu'un programme à vision internationale pourrait leur apporter lors de la recherche d'emploi, surtout pour ceux et celles qui cherchent un emploi à vocation internationale.

Nous nous rendons compte que ce sondage est très préliminaire et ne représente pas l'avis ni l'intention de tous les étudiants et étudiantes inscrits au Collège mais ceci indique que pour ce nouveau programme, 18 seraient intéressés à le poursuivre.

Il faut reconnaître que ces étudiants et étudiantes suivraient ces cours à l'intérieur d'autres programmes qui sont offerts dans toutes les disciplines ci haut indiquées.

### PROGRAMMES À L'INTERNATIONAL

Une composante « stage » est à l'étude pour permettre aux étudiantes et étudiants d'étudier à l'étranger. Ceci leur permettrait d'acquérir une expérience à l'international.

Les étudiantes et étudiants du Collège ont l'opportunité de participer à des échanges universitaires par son programme de réciprocité et les étudiantes et étudiants ont aussi la possibilité de participer au programme d'échange offert par le biais de l'Université du Manitoba. Depuis deux ans, certains étudiantes et étudiants du Collège peuvent participer au programme de bourses offert par l'Agence universitaire de la francophonie (AUF). Finalement, d'autres activités à vocation internationale sont offertes aux étudiantes et étudiants du CSB, telle que la participation depuis 2 ans à la Simulation des Nations-Unies à New York.

- Décrivez les perspectives d'emploi offertes au Manitoba aux diplômés de ce programme.

L'intérêt et les activités économiques et sociales du domaine international au Manitoba peuvent mener à des carrières avec des organismes aux niveaux local, national ou international. Le Manitoba compte à lui seul près de 2400 entreprises qui ont des



activités à l'international. Le site manitobain du ministère de l'Industrie, du Développement économique et des Mines fait le relevé de ces entreprises.

- Où est-il probable que les diplômés du programme aillent travailler?

Le programme peut mener, entre autres, aux carrières suivantes :

- Fonctionnaire à tous les paliers gouvernementaux
- Délégué commercial
- Agent de commerce international
- Journaliste
- Agent et spécialiste en importation
- Rechercheur dans les organisations internationales
- Agent de programmes
- Diplomate

- Donnez une estimation préliminaire du nombre d'inscriptions à ce programme pour les trois à cinq premières années de mise en œuvre.

On prévoit une inscription d'entre 15 à 20 étudiants pour la première année. Il est important de se rappeler que ce programme est de nature interdisciplinaire et que les étudiants et étudiantes sont intégrés à beaucoup d'autres cours qui existent déjà donc nous n'avons pas à établir un tout nouveau cursus : il existe déjà.

4. Désignez tout programme semblable offert dans la province ou dans la région. Si un programme semblable existe :

Aucun programme de ce genre n'existe au Manitoba. À Menno Simons College (MSC) qui est affilié à l'Université de Winnipeg, on offre un programme axé sur le développement international qui diffère de celui qui est ici proposé. Un décompte des programmes affichés au site internet de l'Association des universités et des collèges du

Canada (AUCC), 97 programmes universitaires ont un contenu international.

L'Université du Manitoba (U of M) offre un programme : Bachelor of Commerce (honours) – International Business Major.

Pour ce qui est de l'offre des programmes en français au Canada, vingt et un programmes sont offerts en Français au Québec, un au Nouveau-Brunswick et un en Ontario.

Nous jugeons qu'au Manitoba, la nécessité d'offrir un tel programme se fait grandement attendre. Si on prend comme exemple l'offre de programme à contenu international en Nouvelle-Écosse, qui est une province où la population est plus petite qu'au Manitoba, on offre 10 programmes à contenu international : 2 au niveau de la maîtrise et 8 au niveau du baccalauréat.

(i) décrivez ses ressemblances ou ses différences par rapport au programme proposé en ce qui concerne le titre de compétences offertes, les domaines de spécialisation et le contenu précis des cours du programme ou du programme d'études;

Le programme de Menno Simons College se concentre uniquement sur le développement international et celui de l'Université du Manitoba ne vise que le commerce international. Par conséquent, le programme en Études internationales que nous proposons, non seulement, n'a aucune ressemblance avec ceux de MSC et de U of M, mais en plus, il sera le seul programme de ce genre en français dans les Prairies et dans l'Ouest canadien, c'est-à-dire du Manitoba à la Colombie Britannique.

(ii) déterminez dans quelle mesure ce programme est accessible aux élèves du Manitoba.

Il serait disponible à tout étudiant intéressé par les questions internationales et par un cursus de cours axé sur l'histoire, la politique, la géographie, bref par les sciences sociales.

5. Quelle est la durée prévue du programme, en années ou en semestres?

Trois ans

6. Le programme sera-t-il offert aux apprenants à temps partiel?

Oui. Tout étudiant ou étudiante inscrit à divers programmes au Collège a le choix de s'inscrire à temps plein ou à temps partiel.

7. Quels programmes, le cas échéant, éliminera-t-on ou réduira-t-on pour lancer le nouveau programme?

Aucun programme ne sera éliminé. Il viendra plutôt ajouter aux effectifs déjà offerts car il offrira des cours qui pourraient faire partie de d'autres programmes du fait de son caractère multidisciplinaire.

Notre programme à visée internationale peut même venir compléter et enrichir d'autres programmes qui sont déjà offerts. Par exemple, on pourrait penser à un étudiant ou étudiante inscrite au bac en Arts qui veut ajouter une composante internationale à son programme d'étude. Ceci permet un plus vaste choix de cours et une flexibilité à son programme d'étude.

8. Quelle priorité donnerez-vous à ce programme par rapport aux autres programmes prévus dans votre établissement au cours de la prochaine année?

Ce programme est une des priorités que s'est fixé la faculté des Arts dans sa planification à long terme. Il figure au Plan d'affaires du Collège.

Depuis quelques années, le Collège s'est penché sur l'offre d'un programme multidisciplinaire afin de rationaliser ses ressources tout en offrant plus de choix à sa clientèle de plus en plus diversifiée. Ceci a aussi été véhiculé comme prioritaire à plusieurs niveaux.

Il s'inscrit comme prioritaire vu que le Collège depuis quelques années accueille de plus

en plus des étudiantes et étudiants en provenance de d'autres pays.

9. Donnez un aperçu des organismes, entreprises, établissements et groupes qu'il sera possible de consulter au cours de l'élaboration d'une proposition de programme officielle.

À mesure que le programme évolue, le Collège pourrait mettre sur pied un comité consultatif. Certains de ces organismes, tel que le Conseil de développement économique des municipalités bilingue du Manitoba (CDEM), participent déjà au développement économique des entreprises francophones et sont très actifs dans le domaine international.

Voici le nom de quelques-uns des organismes qui pourraient servir à notre consultation :

- Chambre de commerce francophone de Saint-Boniface
- Conseil de développement économique des municipalités bilingue du Manitoba - (CEDEM)
- La Société franco-manitobaine
- Industrie Canada – Centre du commerce international
- Manitoba Trade and Investments
- L'ACDI
- L'Amicale de la francophonie multiculturelle du Manitoba

10. Précisez dans quelle mesure ce programme s'inscrit dans l'ensemble du système postsecondaire manitobain par ses crédits transférables, son articulation et ses méthodes d'enseignement à distance.

Puisque qu'il s'agit d'un programme multidisciplinaire qui favorise une bonne intégration avec d'autres programmes déjà offerts soit au Collège de Saint-Boniface, soit à l'Université du Manitoba – notre institution d'affiliation.

Ce programme, seul en lui-même, mène à un diplôme universitaire de premier cycle, mais s'inscrit comme une point de départ vers des études supérieures dans le domaine

international.

11. Quelles mesures ont été prises pour s'assurer la participation au programme et la réussite de celui-ci par les groupes sous-représentés comme les femmes, les personnes handicapées, les minorités et les élèves autochtones?

Il n'existe aucune restriction par rapport à ce programme. Bref, il est ouvert à tous et toutes. Les aspects concernant la sensibilité et la diversité de notre société y sont largement traités dans un sens inclusif.

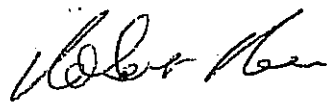


UNIVERSITY OF MANITOBA | Office of the  
Vice-President (Academic) & Provost

208 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 480-1408  
Fax (204) 275-1160

January 31, 2005

**TO:** Gustaaf Sevenhuysen, Acting Dean, Faculty of Human Ecology  
**FROM:** Robert Kerr, Vice-President (Academic) & Provost  
**SUBJECT:** Authorization to Implement New Program Textile Sciences

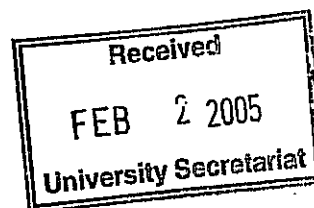


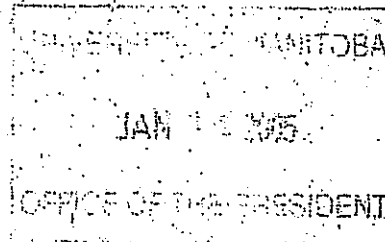
Attached please find copy of a memo from Susan Deane, dated 20 January, conveying COPSE's formal approval of the new program in Textile Sciences, and the new degree designation, Bachelor of Science (Textile Sciences). On behalf of the University, I extend thanks and congratulations to you and your colleagues.

Because this new program requires no additional resources, I hereby authorize its implementation effective 1 September 2005.

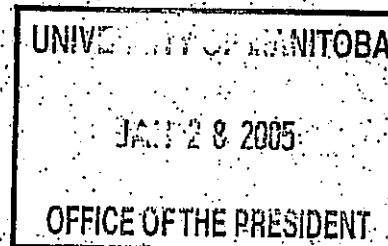
Encl.

c Emőke J.E. Szathmáry, President  
Lena Horne, Acting Head, Department of Textile Sciences  
Neil Marnoch, Director, Student Records  
Jeff Leclerc, University Secretary  
Richard Lobdell, Vice-Provost (Programs)





January 20, 2005



Dr. Emöke Szathmáry  
President and Vice-Chancellor  
The University of Manitoba  
Room 208, Administration Building  
Winnipeg MB. R3T 2N2

Dear Dr. Szathmáry:

I am pleased to inform you that at its meeting on January 14, 2005, the Council on Post Secondary Education approved the proposed changes to the clothing and textile program of the faculty of Human Ecology, as well as the degree designation from the Bachelor of Human Ecology (Clothing and Textiles) to the Bachelor of Science (Textile Sciences).

You may be interested to know that the Council commented positively on the initiative taken by the Faculty of Human Ecology to revise their programs so as to be current with the changes occurring in the industry.

The Council is pleased to approve this program and wishes the University of Manitoba every success. Should you have any questions regarding the above, please do not hesitate to contact Louise Gordon at 945-1840 or myself at 945-4779.

Sincerely,

A handwritten signature in dark ink, appearing to read "Deane".

Susan Deane  
Manager, Post-Secondary Programming

c: Louise Gordon



UNIVERSITY  
OF MANITOBA

OFFICE OF THE  
VICE-PRESIDENT (RESEARCH)

207 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-6915  
Fax (204) 474-7568  
[www.umapitoba.ca/vpresearch](http://www.umapitoba.ca/vpresearch)

January 18, 2005

TO: Mr. Jeff LeClerc, University Secretary  
FROM: Joanne C. Keselman, Vice-President (Research)  
RE: Report on Research Contract Funds Received

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For the information of Senate, attached please find a Report on Research Contracts Received for the period July 1 to December 31, 2004.

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

Thank you.

/tt  
attach.

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



# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
AGRICULTURAL & FOOD SCIENCES			
CHEN Y.	MAN AGRICULTURE & FOOD	12,000	Demonstration of soil nutrients distributions and crop response to injection tool-spacing (Covering New Ground)
CICEK N.	MAN CONSERVATION	10,000	Laboratory and demonstration study of landfill leachate treatment using membrane bioreactors (SDIF)
CICEK N.	MAN CONSERVATION	23,100	Bio-hydrogen production from waste cellulose materials (SDIF)
LEWIS N. J.	US NAT'L PORK BOARD	2,771	Well-being of early weaned piglets during transport: assessment of seasonal effects on performance, behaviour and physiology
NYACHOTI C. M.	CARGILL LTD	40,000	Evaluation of different additive types in an E. coli k88 challenge model for young pigs
OMINSKI K. H.	BEEF CATTLE RES COUNCIL	15,000	Best management practices to improve environmental sustainability and productivity of grassland systems using hog manure (Match with Agric., Man. Livestock, Man. Cattle Prod.)
BLANK G.	FORBES MEDI-TECH INC	6,000	The mechanism of action of phytosterols on the inhibition of the microbiological growth in selected food products
ENTZ M. H.	MAN AGRICULTURE & FOOD	10,000	Phosphorus cycling in organic cropping systems as influenced by crop rotation and manure management (MAFRI - Covering New Ground)
FERNANDO D. W.	MAAS/ARDI	980	Epidemiology and strain variation of the black knot fungus of prunus spp.
FRISTENSKY B.	GENOME CDA	33,332	An integrated and distributed bioinformatics platform for Genome Canada
HILL R. D.	GENOME CDA	32,296	Functional genomics of abiotic stress in wheat and canola crops (Genome Prairie)
MCVETTY P. B.	MAN CANOLA GROWERS	219,900	NSERC IRA in Hear Research and Development

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
VAN ACKER R. C.	CDN FOOD INSPECTION	25,000	Field-based characterization of the emergence periodicity of volunteer canola and wheat in prairie cropping systems
EILERS R. G.	GOVT OF CDA	46,400	Salinity risk indicator study for NAHARP (Public Services Commission of Canada) through Agriculture & Agric-Food Canada
FLATEN D. N.	MAN CONSERVATION	6,875	Water contamination risk indicators: validation (SDIF)
TENUTA M.	MAN CONSERVATION	2,481	Manure nutrients in sensitive land
<b>ARTS</b>			
BUTEUX P. E.	DND	99,720	Military & Strategic Studies Program
MARTIN D. G.	CHILD & FAMILY SERV WPG	57,000	Community Resource Clinic
<b>SCIENCE</b>			
KENKEL N. C.	PARKS CDA	20,000	Dynamics of grassland-forest ecotone in Riding Mountain and Prince Albert National Park
KENKEL N. C.	PARKS CDA	20,000	Patterns and processes of exotic plant invasion in Riding Mountain National Park
CHARLTON J. L.	DIAMEDICA INC	9,100	Synthesis of cholinergic agonists
FREUND M. S.	GOVT OF CDA	13,702	Development of conducting polymer processing methods
YURKOV V.	PARKS CDA	19,000	Diversity of phototrophs in the thermal springs and possible nutritional influence of phototrophs on the Banff Springs snail population
ENS E. W.	GENOME CDA	375,360	The development of enabling technologies for proteomics and genomics research

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
PAGE J. H.	CDN SPACE AGENCY	31,000	Viscosity and dynamics of suspensions of non-brownian particles and bubbles in a microgravity environment
DICK T. A.	DFO	58,000	Yellow perch ( <i>perca flavescens</i> ): broodstock, feed development commercial production
ENVIRONMENT			
BARBER D. G.	DFO	32,000	Chlorophyll mapping by modis/meris in case 2 waters (grant from Canadian Space Agency under the canadian space plan proposal to the earth and applications program)
BAYDACK R. K.	MAN CONSERVATION	23,640	Habitat use of northern prairie skinks in southwestern Manitoba (SDIF)
WALKER D. J.	MAN NATURALISTS SOC	4,000	St. Charles Rifle Range (SCR) lake bottom tall grass prairie management: development of a preliminary gis database and vegetation monitoring framework for the St. Charles Rifle Range tall grass prairie
BERKES F.	IDRC	19,200	Managing small-scale fisheries in the Caribbean
BERKES F.	SHASTRI INDO-CDN INST	10,332	The role of public and private sector cooperation in the management of estuaries in South India
BERKES F.	UNITED NATIONS	40,000	Research and Learning on UNDP Equator Initiative (EI) prize project ( Brazil, Kenya, Guyana) office for project services
KENDRICK A. E.	BEV & QAM CARIBOU MGMT BD	30,000	Cross-culture and landscape level understanding of the Beverly and Qamanirjuaq Caribou Ranges
HALLMAN B. C.	UNIV OF GUELPH	15,312	The Impact of long term care patient classification systems on rural women front-line workers in selected nursing homes in Ontario and Manitoba
MCLACHLAN S. M.	PARKS CDA	28,500	Elk-agricultural interactions in the greater Riding Mountain ecosystem

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
<b>THE ASPER SCHOOL OF BUSINESS</b>			
PRENTICE B. E.	HUMAN RESOURCES DEV	32,782	Career focus - transportation management development program
PRENTICE B. E.	WED	500	Sponsorship of 9th Annual Fields on Wheels Conference
<b>DENTISTRY</b>			
DAWES C.	WILLIAM WRIGLEY JR CO	3,744	The unstimulated salivary flow rate after prolonged gum chewing (US Funds)
SUZUKI M.	MINNESOTA MINING & MAN	5,835	Clinical evaluation of a new universal composite resin (3m espe) as a posterior restorative material
<b>EDUCATION</b>			
LEVIN B. R.	MAN GOVT SERVICES	5,000	Province-wide consultation on Manitoba's assessment program (Manitoba Education, Citizenship and Youth)
LEVIN B. R.	ORG ECONOMIC CO-OP DEV	1,263	Rapporteur of the OECD conference, co-financing lifelong learning
KOURITZIN S.	HUMAN RESOURCES DEV	8,000	Preparing esi/efl teachers for the 21st century: multiculturalism and technology (North American Mobility In Higher Education) (with the United States)
<b>ENGINEERING</b>			
BRITTON M. G.	MAN DEPT LABOUR & IMMIGRA	40,000	Internationally educated engineers-qualification pilot project program extension
RUTH D. W.	UNIV OF WYOMING	26,556	Study of spontaneous imbibition in porous media
ALFARO M.	MAN HWYS & GOVT SERVICES	50,000	Geotechnical engineering research related to improving highway design processes

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
OLESKIEWICZ J.	MAN CONSERVATION	25,000	Recycle of industrial waste to reduce nitrate load from municipal wastewater (SDIF)
BASSIM M. N.	HUMAN RESOURCES DEV	18,000	Engineers for global technological innovation (Mobility Program) (Project involves France, Spain & Germany)
<b>HUMAN ECOLOGY</b>			
TAYLOR C. G.	DAIRY FARMERS OF CDA	20,000	Mechanisms for modulation of insulin resistance and atherosclerosis by dietary conjugated linoleic acid (CLA)
WEILER H. A.	INTL LIFE SCIENCES INST	3,000	Doses consumption of dietary long chain polyunsaturated fatty acids (lc pufa) early in life program for subsequent growth and bone mass?
<b>MEDICINE</b>			
AOKI F. Y.	MAN HWYS & GOVT SERVICES	28,554	Rabies vaccine program
KVERN B. L.	SBGH	32,000	The Manitoba Diabetes Care Project - Phase IV
MUTCH W. A. C.	BIOVAR LIFE SUPPORT INC	45,000	Biologically variable life support systems: effects of breath variability in tidal volume and rate on intrapulmonary shunt and efficiency of gas exchange in a pig
DAVIE J. R.	NRC	45,819	Canadian Journal of Biochemistry and Cell Biology (operating editorial office)
MURPHY L. C.	US ARMY	147,706	The role of estrogen receptor-beta in the regulation of the mitotic apparatus (IDEA Award)
EL-GABALAWY H.	MEDIMMUNE INC	28,361	Evaluation of effects of vitaxin on human synovial tissue (US Funds)
HERSHFIELD E.	HHS-PHS	142,601	Tuberculosis epidemiologic studies consortium task order #1

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
MINUK G. Y.	HEALTH CDA	30,000	A prospective study of West Nile Virus infection in an immune compromised population
BLANCHARD J. F.	AGRITAM CDA CONSULTING	98,868	Canada-Pakistan HIV/AIDS Surveillance Project
BRUNHAM R. C.	UNIV OF WASHINGTON	11,160	Chlamydia and gonococcal infection: immunobiology in the female reproductive tract
FELDMANN H. U.	HHS-PHS	80,000	Development of diagnostic chips for rapid detection of category A list pathogens (NIMH Laboratory of Genetics) (US Funds)
MCCLARTY G. A.	UNIV OF TENNESSEE	85,182	Chlamydia trachomatis genital flora and std pathogenesis (funds through NIH)
MOSES S.	UNIV OF ILLINOIS	123,081	A randomized, controlled trial of male circumcision to reduce HIV incidence in Kisumu, Kenya
MOSES S.	UNIV OF WASHINGTON	2,080	Preparatory AIDS vaccine evaluation studies
MOSES S.	US AID	39,710	Implementing AIDS prevention and care (impact) project
BIRK P. E.	FUJISAWA CDA INC	11,385	Validation of new image analysis technology for the quantification of chronic allograft nephropathy in pediatric renal transplant recipients
LAW B. J.	ABBOTT LABS	29,009	A phase IV, multicenter, case-controlled, comparative study in preterm children who receive synagis prophylaxis in the first year of life versus preterm children with rsv prophylaxis: incidence of rsv hospitalization...
LAW B. J.	GLAXO SMITHKLINE	10,722	A Phase IIIb, observer-blind, randomized, multicenter, active comparator study to evaluate the safety and immunogenicity of a booster dose of DTPA-IPV/Hib at 18 months of age... Aventis Pasteur's PENTACEL
LAW B. J.	MERCK FROSST	70,000	Epidemiology of herpes zoster and related health care resource utilization costs in Manitoba
TABACK S. P.	ELI LILLY	9,116	The genetics and neuroendocrinology of short stature international study (genesis)
TABACK S. P.	HOFFMANN-LA ROCHE LIMITED	2,378	Genetech National Cooperative Growth Study

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
TABACK S. P.	JOHN ROBARTS RES INST	48,794	Trial to reduce iddm in type 1 diabetes in the genetically at risk (CIHR - Funded Clinical Trial)
PARKINSON F. E.	CELGENE	1,485	Inhibition of adenosine kinase
DODD J. G.	US ARMY	155,845	In vivo activity of insulin-like growth factor binding protein-3 in prevention of prostate cancer progression (IDEA Development Award) (US Funds)
NAGY J. I.	COLORADO STATE UNIV	72,123	Connexins in neuronal and glial gap junctions in CNS (US Funds)
ARNETT J. L.	PARKLAND HEALTH AUTHORITY	33,673	Expand rural & northern psychology programme to include an additional gft psychologist in parkland region
ELIAS B. D.	HEALTH CDA	48,682	Pilot study of the aboriginal diabetes initiative (adi) client satisfaction survey (First Nations & Inuit Health Branch)
O'NEIL J. D.	ASSEMBLY OF MAN CHIEFS	31,605	Manitoba First Nations Regional Health Survey - 2nd wave
O'NEIL J. D.	INTER-AMER DEV BANK	155,980	Best practices in Intercultural health (Research takes place in Brazil, Bolivia, Ecuador, Columbia and Mexico)
KAUFMANN A. M.	UNIV OF CINCINNATI	25,843	Familial Intracranial Aneurysm Study (NIH Subcontract)
MACNEIL B. J.	UNIV OF CALIFORNIA	8,500	Neural control of macrophages by endotoxin and HIV-1
<b>SOCIAL WORK</b>			
FUCHS D. M.	CDN CTR ON DISABILITY	96,081	Canada-Russia Disability Program in Russia
LESPEANCE D.	JUSTICE CDA	4,500	Elizabeth Hill Counselling Centre - Outreach to men living in Manitoba
HUDSON P.	HEALTH CDA	4,736	Follow-up evaluation of the Manitoba Summer Institute on population health promotion (Population & Public Health Branch)

# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
PHARMACY			
BURCZYNSKI F.	HOWARD SMITH & ASSO	4,940	Hepatoprotection of diltiazem
GU X.	ABRIKA PHARMA	11,138	Determination of the rate and extent of absorption of epinephrine following sublingual administration in an animal model
ZELENITSKY S.	BAYER INC	16,800	Ciprofloxacin pharmacodynamics and clinical outcome: the optimal treatment of serious blood stream infections
PHYS. EDUC & RECRTN. STUDIES			
CAMPBELL J. M.	MAN CONSERVATION	8,000	Effectiveness of signage in reducing litter in backcountry and frontcountry campsites (SDIF)
NURSING			
CHALMERS K. I.	WRHA	8,000	Proposal for an interpretive evaluation of the babyfirst program
HARDER N.	MINERVA SAFE MANITOBA	5,533	Promoting healthy body mechanics with nursing students: a web-based approach
GRADUATE STUDIES			
SMYTH D. D.	NRC	49,398	The Canadian Journal of Physiology and Pharmacology (operating editorial office physiology and pharmacology journal)
ADMINISTRATION-SPECIFIC			
KESELMAN J.	WED	31,130	Smartpark developer



# RESEARCH CONTRACT FUNDS RECEIVED

JULY 1, 2004 - DECEMBER 31, 2004

FACULTY	SPONSOR	RECEIVED	TITLE
KESELMAN J.	WED	112,500	Establishing a business incubator at the University of Manitoba Smartpark
	TOTAL	3,639,699	

## Sponsor Legend

<u>Abbreviation</u>	<u>Complete Name</u>
ARDI	Agriculture Research Development Initiative
DFO	Department of Fisheries and Oceans
DND	Department of National Defence
HHS-PHS	US Health and Human Services - Public Health Service
IDRC	International Development Research Centre
MAAS	Manitoba Association of Agricultural Societies Inc.
MAFRI	Manitoba Agriculture Food and Rural Initiatives
NRC	National Research Council
NSERC	Natural Sciences and Engineering Research Council of Canada
SBGH	St. Boniface General Hospital
SDIF	Sustainable Development Innovation Fund
SSHRC	Social Sciences and Humanities Research Council of Canada
WED	Western Economic Diversification
WRHA	Winnipeg Regional Health Authority

16 February, 2005

**Report of the Senate Executive Committee**

**Preamble**

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

**Observations**

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

Professor Kevin Coombs will be the Speaker for the Executive Committee for the November meeting of Senate.

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

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 1992), Section 9.

/jml

## Report of the Senate Committee on Awards respecting Awards - January 28, 2005 (Part B)

### Preamble

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

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

### Observation

At its meeting on January 28, 2005, Senate Committee on Awards reviewed one new application that appears to be discriminatory under policy number 419. The committee received letters of support for the Allan Waisman Aboriginal Architecture Scholarship from Dr. David Witty, Dean of the Faculty of Architecture and Kali Storm, Director of the Aboriginal Student Centre.

### Recommendation

The Senate Committee on Awards recommends that Senate approve and recommends that the Board of Governors approve the Allan Waisman Aboriginal Architecture Scholarship as set out in Appendix A of the Report of the Senate Committee on Awards - Part B dated January 28, 2005.

Respectfully submitted,



Professor R. Baydack, Chair  
Senate Committee on Awards

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

APPENDIX "A"

OFFERS

ALLAN WAISMAN ABORIGINAL ARCHITECTURE SCHOLARSHIP

Mr. Allan Waisman, with a contribution from the Manitoba Scholarship and Bursary Initiative, has established an endowment fund of \$100,000 to support a graduate scholarship for Aboriginal students in the Faculty of Architecture.

Allan Waisman is the founder of Waisman Dewar Grout Carter, now called Architectura. The firm is one of the largest architectural and planning firms in Canada. Its work in Canada, the United States and Europe emphasizes unique design solutions that are based on a sensitivity to people, the environment and the needs of the client. Mr. Waisman has also been active with many professional and community commitments across Canada and the U.S.

The scholarship will be offered to a graduate student who:

- (1) is Aboriginal (Status, non-Status, Métis, Inuit);
- (2) has successfully completed a Bachelor of Environmental Design at the University of Manitoba;
- (3) achieved a minimum cumulative grade point average of 3.0 in their undergraduate program;
- (4) has the best record of community work, volunteerism or other related activity in an Aboriginal organization or community;
- (5) is registered as a full-time Master's student in any of the four graduate programs in the Faculty of Architecture: Architecture, City Planning, Interior Design or Landscape Architecture.

The scholarship may be divided at the discretion of the selection committee.

The selection committee will be named by the Dean of the Faculty of Architecture.

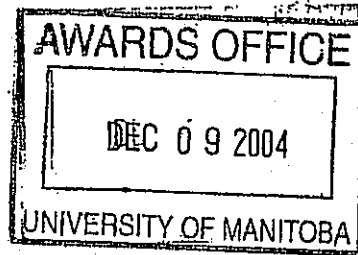


UNIVERSITY  
OF MANITOBA

## Faculty of Architecture

December 6, 2004

Rick Baydack  
Chair, Senate Committee on Awards  
C/o Diana Kaspersion  
Financial Aid and Awards Office  
422 University Centre



Architecture  
City Planning  
Environmental Design  
Interior Design  
Landscape Architecture

Office of the Dean  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9558  
Fax (204) 474-7532

Re: Al Waisman Aboriginal Architecture Scholarship

The Faculty of Architecture is committed to growth in Aboriginal education. Consistent with this priority, the Faculty of Architecture has included action items in its Strategic Plan that address the importance of developing course content on issues relating to local and regional needs and cultural diversity such as aboriginal communities.

The Dean of the Faculty has recently formed an Aboriginal Advisory Council to advise the Dean's office on the development of aboriginal initiatives and provide advice related to establishing relevant and effective educational programs and support mechanisms to encourage increased numbers of aboriginal students in the Faculty of Architecture.

The aboriginal population in Manitoba makes up 11.7% (approximately 150,045) of people. The requirements for being considered 'represented' is 80% of the present aboriginal population, which is 9.36%. Aboriginal students should represent 80% of 11.7% of the general population in the Faculty of Architecture. Therefore, under this formula, 9.36% of 598 students equates to 56 students (aboriginal representation).

The Faculty of Architecture currently has 15 aboriginal students - up from 13 in 2003/04 and eight in 2002/03. The Faculty's performance indicator target is 5% of the faculty or approximately 30 students by 2008. Students are located in all the disciplines.

The Al Waisman Aboriginal Architecture Scholarship will provide support to aboriginal students enrolled in any of the four graduate programs in the Faculty of Architecture (Architecture, City Planning, Interior Design or Landscape Architecture).

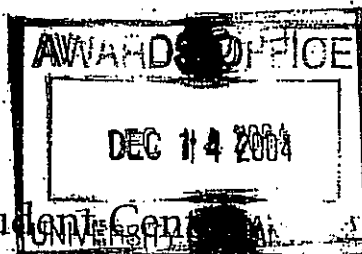
I strongly support the offering of this scholarship.

David R. Witty, PhD, MRAIC, FCIP  
Dean, Faculty of Architecture



UNIVERSITY  
OF MANITOBA

Aboriginal Student Centre



December 10, 2004

Dr. Rick Baydack  
Chair of the Senate Committee on Awards  
C/o Ms. Diana Kaspersen, 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 Allan Waisman Aboriginal Architecture Scholarship designed to assist Aboriginal students in graduate studies in the Faculty of Architecture.

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 Allan Waisman Aboriginal Architecture Scholarship offered to graduate students in the Faculty of Architecture 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 commend the Faculty of Architecture in this effort to support Aboriginal students pursuing a degree in their Faculty.

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 education, mee-gwetch!

Kali Storm  
Director, Aboriginal Student Centre

- There are 150,045 Aboriginal people in Manitoba, or 11.7% of the population.
- There are currently 1563 Aboriginal students who self-declared at University of Manitoba, or 6.5% of the undergraduate population. There are only 42 self-declared Aboriginal students registered in graduate studies, or 2.6% of the graduate population.
- 2.9% of the Aboriginal population in Manitoba have completed university vs. 12.6% of the non-Aboriginal population.
- There are 6 self-declared Aboriginal students in the Faculty of Architecture, 5 of whom I believe are at the graduate level.

\* 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'.





UNIVERSITY  
OF MANITOBA | Faculty of Arts

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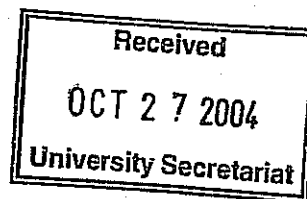
**DATE:** October 25, 2004  
**TO:** J. Leclerc, Acting University Secretary  
**FROM:** Richard Sigurdson, Dean, Faculty of Arts *R Sig*  
**SUBJECT:** Program Proposal - General Major and Advanced Major in Italian Studies

---

The attached program proposal was approved at a meeting of Arts Faculty Council on October 25, 2004 and is now forwarded to you for further consideration.

RS/vw  
Enclosure

cc: D. Stewart, Chair, Faculty of Arts Course and Program Changes Committee (CPAC)  
V. Warkentin, Secretary, CPAC, Faculty of Arts



Comments of the Senate Executive Committee:

The Senate Executive Committee endorses  
the report to Senate.



## THE FORMAL PROGRAM PROPOSAL

Institution Submitting the Formal Program Proposal: University of Manitoba

Title of Proposed Program: Major in Italian Studies

Faculty/Department in which the Proposed Program will be located: Faculty  
Of Arts, Department of French, Spanish and Italian

Name of Person(s) responsible for the Program: Robert P. O'Kell, Dean,  
Faculty of Arts

Credential to be Offered: B.A. (General) and B.A. (Advanced)

Date of Program Implementation: \_\_\_\_\_

\_\_\_\_\_  
President.s/Rector.s Signature

\_\_\_\_\_  
Date

Date Received by Council on Post-Secondary Education: \_\_\_\_\_

## SECTION I: PROGRAM DESCRIPTION

1. Describe the program, including each area of concentration, as it would appear in the catalogue.

Major (General and Advanced) in Italian Studies

The Major (General and Advanced) in Italian Studies is an inter-disciplinary program designed to provide advanced reading, writing, oral, and translation skills in contemporary Italian language, in the context of a broad appreciation for Italian/Roman history and its contributions to art and culture.

2. Where possible, list the courses (title, number, semester credit hours, and catalogue description) that would constitute the requirements and other components of the proposed program. Indicate which courses are currently offered and which will be new.

### B.A. (General) 90 Credit Hours

Major = 30 credit hours:

18 credit hours of Core Courses in Italian language and literature

#### Year 1:

044.108	Introductory Italian	(6)
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#### Year 2:

044.208	Intermediate Italian	(6)
---------	----------------------	-----

or

044.209	Speaking in Italian	(3)
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and

044.210	Writing in Italian	(3)
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#### Year 3:

044.333	Advanced Italian	(6)
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Plus at least 12 credit hours of courses selected from List A:

#### List A:

##### Italian:

044.377	Modern Italian Usage	(3)
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044.376	Italian Translation Workshop	(3)
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##### Classics:

003.108	Introduction to the Reading of Latin 1	(3)
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003.109	Introduction to the Reading of Latin 2	(3)
---------	--	-----

003.128	Introduction to Ancient Roman Culture	(3)
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003.132	Intermediate Readings in Latin	(3)
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003.261	Roman History	(6)
003.268	Roman Art and Archaeology	(3)
003.272	Selected Readings in Republican and Augustan Poetry	(3)
003.274	Selected Readings in Republican and Augustan Prose	(3)
003.278	History of the Latin Language	(3)
003.280	Readings in Medieval and Renaissance Latin	(3)
003.374	Roman Comedy	(3)
003.376	Orations of Cicero	(3)
003.378	Roman Satire	(3)
003.380	Lyric and Elegiac Poetry of the Augustan Age	(3)
003.382	Virgil's Aeneid	(3)
003.384	Virgil's Eclogues and Georgics	(3)
003.386	The Roman Historians	(3)
003.388	Poetry of the Silver Age	(3)
History:		
011.237	History of Europe since the French Revolution (E)	(6)
011.327	Roman Law in Medieval Europe (D)	(3)
011.290	Topics in Social History (S) (when taught as the "Topic: Italy")	(6)
011.311	Topics in History 1 (G) (when taught as the "Topic: Italy")	(3)
011.312	Topics in History 2 (G) (when taught as the "Topic: Italy")	(3)
011.368	Europe, 1870-1945 (E)	(6)
011.453	Europe, 1870-1914 (E)	(6)
Art History:		
054.206	Medieval to Early Renaissance Art and Architecture	(3)
054.207	Renaissance to Baroque Art and Architecture	(3)
054.313	Topics in Medieval Art and Architecture	(3)
054.314	Topics in Renaissance and Baroque Art and Architecture	(3)
Music:		
033.107	Introduction to the History of Music	(3)
033.108	History of Music 2	(3)
033.310	Opera Repertoire	(3)

#### B.A. Advanced 120 credit hours

Major = 48 credit hours:

18 credit hours in the Italian Core Courses plus at least 30 credit hours of courses selected from List A.

1. Those who choose Italian Studies as the Major may also elect to Minor in Classics, History, Art History or Music. Courses may not count towards both Major and Minor.
2. Some of the courses on the A-list are not available every year and some require pre-requisites or reading ability in Latin. Consult the relevant department.

**3. Outline the educational objectives of the program.**

The purpose of this program is to expand the existing minor in Italian language to enhance language training and translation skills, and to place the study of Italian in a wider context of Italian history and culture.

**4. Describe the expected learning outcomes in terms of skills, knowledge, attitudes or other attributes which students will accrue as a result of their involvement in the proposed program.**

Graduates will have acquired the desirable skills, perspectives, 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.

**5. If applicable, describe any selective admissions policy or specific criteria for students selecting this as a major field of study.**

Not applicable.

**6. Describe the extent to which this program is central to the institutional mission and planning priorities of the campus.**

The Faculty of Arts is committed to making a significant contribution to the University's mission of serving the province and the region, and contributing to the University's goal of expanding inter-disciplinary programs. The proposed Major (General and Advanced) contributes to both these goals. It serves the growing Italian community of the city and the province, and does so through cooperation with the Schools of Art and Music. The Faculty's creation of the Institute for the Humanities was a sign of its commitment to education in the humanities, and this proposal strengthens that commitment.

**7. If a similar program exists or is in the process of being developed elsewhere in the province, describe the similarities or difference in the credential to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.**

Not applicable.

## SECTION II: MARKET NEED AND MARKET DEMAND FOR THE PROGRAM

1. Where possible, state the specific local or provincial needs for graduates of the proposed program for the next 3-5 years. This should include projections of both ongoing and future demand in regions throughout Manitoba; as well as evidence and supporting data of market need for the program.

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, as well as broader cultural and historical perspectives. In addition, students will acquire specific knowledge appropriate to careers in the cultural sector of the economy (theatre and the performing arts, galleries, film, publishing, etc.), the service sector (restaurant and food services), the travel industry, teaching and translation. There are 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. It is now a recognized fact that a dynamic creative sector is an important contributor to overall economic growth, and graduates of a program such as the one proposed here will enhance the qualifications of workers in the creative and services sector of the local economy.

2. What are the probable employment destinations of program graduates?

Winnipeg has a large and dynamic Italian community, with an active business network, where graduates will find a variety of employment opportunities. Moreover, publishing, culture, travel, teaching, and other areas of the services sector are areas of employment of growing significance in urban areas in Canada and around the world. University of Manitoba graduates of this proposed program will therefore be excellent ambassadors for the university, the city, and the province.

3. Where appropriate, did industry, business and/or any other pertinent groups play a role in the development of this program and/or commit resources to its future?

The program was developed in ongoing cooperation with the *Centro Caboto* representing the local Italian community, the Italian consulate in Toronto, and the *Fondazione Cassamarca* of Treviso.

4. How does the program correspond with the province's economic, social, and cultural priorities?

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 century, and surged in the 1960s. Most of Manitoba's 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 business and the professions. Enhancement of the Faculty of Arts program in Italian studies is a reflection of this growth and development of the Italian community. Furthermore, funding of the program, coming substantially from the *Fondazione Cassamarca* of Treviso, strengthens the University's international linkages, while additional financing from the local community, and, perhaps, from Italian communities elsewhere in Canada, will enhance the University's profile nationally. It will be a further goal of the Faculty to use this program as a foundation to establish student and faculty exchange opportunities with Italy.

**5. What potential does this program offer in terms of job creation and research and development?**

The appointment of a Professorship in Italian Studies will enhance the Faculty's research profile in the humanities.

**SECTION III: STUDENT DEMAND FOR THE PROGRAM**

**1. What students is the program intended to serve?**

The program will serve students from the Italian community interested in exploring their heritage. The program will also serve students interested in Italian contributions to art, music, and literature, students looking for a foundation in European or Mediterranean studies, and students looking for a broad basis for a career in international business, the arts, culture, travel, and teaching.

**2. What is the evidence that provincial students are not being adequately served within existing program offering in Manitoba?**

There are healthy enrollments in the existing Minor program, but without the Major, students must leave the province if they wish to pursue Italian studies in more depth.

**3. Provide evidence of student interest and demand for the program.**

2004R enrollment in first-year Italian language courses was 67.

2004R enrollment in upper year Italian language courses was 18.

The Faculty is confident that access to the Major will enhance retention of students entering studies in the Department of French, Spanish and Italian.

**4. What are the projected enrolments for the program?**

Projected initial enrollment is 5-10.

**5. Which programs currently offered by the institution are projected to lose enrolment to this program?**

None.

6. What are the proposed growth limits and minimum enrolments?

This is not a serious concern.

7. Project the number of graduates for the first 3 to 5 years of the program and, where appropriate, the anticipated number of program majors (full-time and part-time) for each of the first five years of the program.

Projected course enrollment for the 2<sup>nd</sup> and 3<sup>rd</sup> years is 20-25 in total. There will probably be 3-5 graduates per year with a Major in Italian Studies.

8. What steps have been taken to ensure participation and success in the program by under-represented groups, such as women, the disabled, minorities and aboriginal students.

The Faculty of Arts has established policies and procedures to ensure equity and access in all of its programs.

9. Will the program be available to part-time learners?

Yes.

#### SECTION IV: FACULTY REQUIREMENTS

1. Provide a list of current faculty by rank and areas of expertise who will teach in the program.

The Department of French, Spanish and Italian, currently employs Saveria Torquato, who is a full-time instructor and a specialist in Italian language instruction. It will be a top priority to retain her services for the new program. In addition the Department currently employs a part-time instructor in Italian, Mrs. C. Povoledo, who will likely retire within the next year or two. The departments of Classics and History have faculty members who are qualified to deliver the courses included in the proposed program, as do the Schools of Art History and Music.

Art History	Dr. James Bugslag	History	Dr. Roisin Cossar
Classics	Dr. Rory Egan Dr. David Howorth Dr. Mark Joyal Dr. Mark Lawall Dr. Lea Stirling	Italian	Ms. Saveria Torquato Mrs. Cristina Povoledo
		Music	Dr. Kurt Markstrom

2. Will the program involve the hiring of new faculty or staff? If yes, indicate which additional faculty are to be hired and describe their qualifications.

When the income from the Italian Endowment Fund is sufficient, the Faculty will recruit a Professor in Italian Studies at the Assistant or Associate Professor level.

## SECTION V: COOPERATIVE ARRANGEMENTS

1. Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program.

The program has been developed with the support of the Schools of Art History and Music at the University of Manitoba.

2. Will the credits of the proposed program be fully transferable (in terms of both the credit as well as the grade) to other institutions in Manitoba?

Yes.

3. Does the program have an internship or practicum component? What attempts have been made to ensure that this program has both theoretical and applied modules?

There is no foreseen internship or *practicum* component, but it will be a goal of the program to establish exchange opportunities in Italy for students and faculty.

4. What provisions will be made in the program to enable students to receive credit for relevant learning previously achieved outside of the Manitoba post-secondary education system?

The Faculty of Arts has a well-established policy for consideration of transfer credits.

## SECTION VI: LEARNING TECHNOLOGIES

1. What use will be made in the program of modern learning technologies?

The Faculty of Arts, in cooperation with the Faculty of Continuing Education, has already made significant investments in computer technology and personnel to enhance language training. The Faculty has an ongoing commitment to continue to invest in this area, to keep pace with rapid pedagogical and technological advances in the field. The proposed program can only strengthen that commitment.



## SECTION VII: RESOURCE REQUIREMENTS

1. Describe the adequacy of existing library resources to support the proposed program. Indicate how the institution will overcome any deficiencies.

The library has resources adequate to the current and proposed mandate of Italian language instruction. However, appointment of a Professor of Italian Studies, and funding and institutional linkages with Italy in the proposed program, will provide opportunities to enhance the library's resources.

2. Are existing computer facilities adequate to support the new program?

Current investments in computers are adequate to support the modest expected enrollments in the early years of the program. However, the Faculty will continue to expand and upgrade the technological infrastructure for language training.

3. How will the proposed program impact on the use of existing infrastructure and equipment?

The new program will add marginally to the overall demand for infrastructure and equipment.

4. Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.

Further investments in equipment and software will be acquired on the advice of the Head of Department and other instructors in language programs.

## SECTION VIII: FINANCIAL CONSIDERATIONS

1. What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements.

The program costs of the proposed Major (General and Advanced) would be supplementary to those currently required for the Minor. The current salary cost of the Minor is approximately \$65,000, of which \$15,000 is provided by the Italian Endowment Fund. This amount currently supports one full-time and one part-time instructor. Operating costs are included in the general allocation to the Department of French, Spanish and Italian. There are no capital costs projected for the proposed Major (although some additional library and some other instructional material costs may be incurred).

The *Fondazione Cassamarca*, which previously donated \$284,000 to the University's Italian Endowment fund, has announced an additional gift of \$965,000, to be provided in annual installments of \$107,000 over the next nine 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 in Italian language and literature as soon as the income from the endowment suffices. A fund-raising campaign in Manitoba's Italian community, and perhaps

from Italian communities in other centres which can be expected to send students to the program, will be undertaken in 2004-2005 to add further to the Italian endowment.

2. Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds?

No reallocation is expected beyond the annual setting of budget priorities.

3. Discuss the internal reallocation of financial resources which will occur to support this program.

See above.

4. What percentage of program costs will be accrued through tuition fees?

Tuition fees will be a marginal component of the program's finances, not more than \$25,000 *per annum*.

5. Discuss the impact of the program's estimated enrolment on the institution's overall tuition revenues.

Marginal.

6. How will the proposed program be funded if enrolment projections are not met?

Financing is not conditional on enrollment.

## SECTION IX: PROGRAM CONSULTATIONS AND EVALUATION

1. What consultations have occurred with professional associations, employers, graduates of similar programs, and other education institutions regarding this program?

Other departments and Faculties of the University have been consulted. There have been extensive consultations with leaders in the Italian community, including many graduates of the Faculty of Arts.

2. Please provide evidence of academic quality by submitting reports from two similar institutions as well as from the relevant professional associations(s), if appropriate.

Not yet appropriate.

3. Describe the procedures for institutional evaluation of the program during and subsequent to implementation.

The program will be subject to the normal program evaluation that all departments and programs regularly receive.



UNIVERSITY OF MANITOBA | Department of  
French, Spanish, Italian

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fsi@umanitoba.ca

DEAN OF ARTS

JUN 15 2004

UNIVERSITY OF MANITOBA

June 15, 2004

TO: Dr. Robert O'Kell, Dean, Faculty of Arts

FROM: Constance Cartmill, Acting Head  
French, Spanish & Italian

*Constance Cartmill*

SUBJECT: Proposed Major in Italian Studies

---

Having consulted with members of the Executive Committee of French, Spanish and Italian, I am very pleased to inform you that the Department supports the initiative to create an interdisciplinary Major in Italian Studies. My colleagues and I feel that the new program would not curtail the resources of existing programs, and we approve the proposal wholeheartedly. Furthermore, we are certain that the study of Italian language, literature and civilization will be greatly enhanced in this province by the introduction of an Italian Studies Major.

Robert O'Kell

---

Date sent: Thu, 17 Jun 2004 11:07:08 -0500  
Subject: Italian Studies  
From: Mark Joyal <M\_Joyal@UManitoba.CA>  
To: "Robert O'Kell" <okellrp@Ms.UManitoba.CA>

Dear Bob,

Having consulted with my departmental colleagues, I can report that the advice I received is that the proposed Major in Italian Studies deserves to be endorsed. This advice is consistent with my own judgement. If implemented, the program would provide a valuable complement to the programs in the Department of Classics and would, as well, be a natural adjunct to the program in Medieval and Renaissance Studies. But quite apart from these specific considerations, a strong program in Italian Studies would in itself be a most welcome and beneficial addition to humanistic studies at the University of Manitoba. I will therefore look forward to learning more about this proposal.

Yours sincerely

Mark Joyal  
Head, Department of Classics  
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fax: 204-474-7684



UNIVERSITY  
OF MANITOBA

School of Music

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Fax (204) 474-7546

Dr. Karen Jensen  
215 School of Music  
June 13, 2004

Dr. Robert O'Kell,  
Dean, Faculty of Arts,  
University of Manitoba  
310 Fletcher Argue Building

DEAN OF ARTS

JUN 16 2004

UNIVERSITY OF MANITOBA

Dear Dr. O'Kell,

I am pleased to support the idea of developing a Major in Italian Studies within the Faculty of Arts. The notion of such a program is one that the School of Music would find appealing, as we have a number of general music courses that might be of interest when available. However, of particular interest to majors in Italian Studies would be the courses taught by Dr. Kurt Markstrom whose area of expertise is music of the early Italian Baroque period. This professor speaks Italian, and has a number of research projects dealing with Italian editions.

Please let us know how you are progressing in your efforts to develop this program and secure its approval.

Sincerely,

Dr. K. Jensen, Associate Director,  
School of Music

## Robert O'Kell

---

Date sent: Mon, 14 Jun 2004 09:07:02 -0500  
To: Robert\_OKell@umanitoba.ca  
From: mary\_kinnear <mary\_kinnear@umanitoba.ca>  
Subject: Italian Studies  
Copies to: gabbert@cc.umanitoba.ca

TO: Dean Robert O'Kell  
FROM: Mary Kinnear, Head, History

It is good that Arts has attracted outside money for an academic program and History supports the proposed Major in Italian Studies. Regarding the four History courses identified as possible contributors to the program, one, 11.327, Roman Law in Medieval Europe (3) has not been offered for some time. The others are Topics courses (11.290 Topics in Social History (6), 11.311 Topics in History (3), 11.312 Topics in History (3). and if Professor Roisin Cossar is the instructor, they would probably have sufficient Italian content to be eligible for the Major.

January 24, 2005

**Report of the Senate Planning and Priorities Committee on the Proposal to Introduce a General Major and Advanced Major in Italian Studies in the Department of French, Spanish, and Italian in the Faculty of Arts.**

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Preamble

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found in the *Senate Handbook*, Section 8.32, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty of Arts proposes to introduce a General Major and Advanced Major in Italian Studies in the Department of French, Spanish and Italian.

Observations

1. The proposed major in Italian Studies is an interdisciplinary program of study in Italian language, culture, history, and art. With Senate's approval, the Department of French, Spanish and Italian will be able to offer BA (General) and BA (Advanced) degrees in Italian Studies, to students completing 30 and 48 credit hours of coursework, respectively, in the foregoing areas of major study. The proposed program is intended to expand the existing minor in Italian language, placing greater emphasis on language training and translation skills, and on the wider context of Italian history and culture. Students will acquire a broad cultural and historical perspective, plus specific knowledge and skills appropriate to careers in the cultural, creative, and service sectors of the economy, the travel industry, teaching, translation, and international business settings. As noted subsequently, the program has received support from, and will contribute to the vibrancy of, a large and dynamic Italian community in Winnipeg and abroad.
2. Initially, the proposed program will be developed from existing courses at the University of Manitoba, in the Departments of French, Spanish and Italian; Classics; History; Art History; and the School of Music. Three of the cooperating units have provided letters of support for the proposed program. Students in the Italian Studies major will be able to minor in the other listed fields, provided the same courses are not applied to both the major and the minor. New courses may be added when a new faculty member is hired in connection with this program (see Observation 4, below).
3. Initial enrolment is projected between 5-10 students. The proposed program will not compromise other courses or resources now being offered; it may strengthen the university's commitment to invest in computer technology and personnel to enhance language training. Existing library, computer, infrastructure, and instructor resources are sufficient to deliver the proposed program.

January 24, 2005

4. Financial resources for the immediate and future development of the proposed program have been generously donated by the Fondazione Cassamarca, a previous supporter of the University's Italian Endowment Fund. The Fondazione Cassamarca has announced an additional gift of \$965,000 over the next 9 years. When income from the fund is sufficient, the Faculty of Arts will recruit a professor in Italian Studies at the Assistant or Associate level, on a contingent basis. This individual is expected to add to the Department's expertise in Italian literature and cinema, and to develop additional courses in these areas, which will also be supported in regard to library acquisitions by the endowment fund.

Recommendations:

The SPPC recommends that:

Senate approve and recommend to the Board of Governors that it approve the proposed General Major and Advanced Major in Italian Studies in the Department of French, Spanish and Italian in the Faculty of Arts.

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

/jml



**Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the Faculty of Arts for a General Major and Advanced Major in Italian Studies**

**Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found in Section 8.21 of the *Senate Handbook*. SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".
2. Since last reporting to Senate, the SCCCC met on January 26, 2005 to consider a proposal from the Faculty of Arts for a General Major and Advanced Major in Italian Studies.

**Observations**

1. These programs were developed by the Department of French, Spanish and Italian in the Faculty of Arts.
2. The proposed programs are designed to provide advanced reading, writing, oral, and translation skills in contemporary Italian language, in the context of a broad appreciation for Italian/Roman history and its contributions to art and culture. The General Major will be comprised of 30 credit hours from a proposed list of approved existing courses with 18 credit hours as required courses. The Advanced Major will be comprised of 48 credit hours from a proposed list of approved existing courses with 18 credit hours as required courses.
3. The proponents of the program anticipate an enrolment of 5 to 10 students per year in the programs.
4. As all of the courses in the proposed General Major and Advanced Major are already offered, existing library resources are sufficient.
5. The Statement of Intent was approved by the Council on Post-Secondary Education on July 12, 2004.

**Recommendation**

The Senate Committee on Curriculum and Course Changes recommends that the proposal of the Faculty of Arts for a General Major and Advanced Major in Italian Studies be approved by Senate.

Respectfully submitted,

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

/cdak



UNIVERSITY  
OF MANITOBA

## Faculty of Graduate Studies

Professor Anthony S. Secco  
Dean

500 University Centre  
Winnipeg, Manitoba  
CANADA, R3T 2N2  
Phone: (204) 474-9887  
Fax: (204) 474-7553  
E-Mail: Secco@ms.umanitoba.ca

### MEMORANDUM

November 23, 2004

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

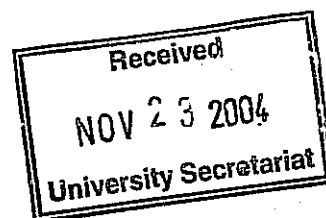
The following motion was passed at our Faculty Council meeting on November 19, 2004:

#### For Approval:

MOTION THAT the proposed Ph.D. in Peace & Conflict Studies be approved by Senate.

/jc

atts.



#### 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 considering new graduate program proposals and to make recommendations to FGS Council. PPC met on October 18, 2004 and made the following recommendation regarding the proposal of a Ph.D. program in Peace and Conflict Studies.

**Observations**

1. The program will be housed in the Arthur V. Mauro Centre for Peace and Justice and be administered by the Peace and Conflict Studies (PACS) Graduate Program Committee which will be chaired by the Director of the Mauro Centre and consist of the Associate Director of the Mauro Centre, the Rector of St. Paul's College and Deans (or delegates) of the Faculties of Arts, Education, Law and Social Work.
2. The Ph.D. in Peace and Conflict Studies would be the only program of its kind in Canada.
3. The program would prepare students to apply analytical and theoretical models and conflict resolution processes to the analysis of, and intervention in, diverse conflict contexts.
4. The external review committee strongly endorsed the establishment of the proposal.
5. The external review committee was concerned that the contingency appointments of the three faculty members involved in the program weakened the professional integrity of the program and recommended that the three faculty members be awarded tenure.
6. The proposal received 19 letters of support from external organizations and universities.
7. The Library Support Statement indicated that the University of Manitoba Libraries would require \$30,000 to support building a collection of books, periodicals and other resources relevant to research, teaching and practice in the field. St. Paul's College has allocated \$15,000 for the book fund for the academic year 2004-05 and another \$15,000 for 2005-06.

**Recommendation**

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the Ph.D. in Peace and Conflict Studies proposal to Senate for approval.

Endorsed by the Faculty Council of Graduate Studies November 19, 2004

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**PROPOSAL:**  
**Ph.D. Program**  
**Peace and Conflict Studies**  
**Arthur V. Mauro Centre for Peace and Justice at St. Paul's College**  
**University of Manitoba**

**August 15, 2004**

---

To

Faculty of Graduate Studies

From

Dr. Sean Byrne, Director, Mauro Centre  
Ext. 7979 | Sean\_Byrne@umanitoba.ca

Dr. Jessica Senehi, Associate Director, Mauro Centre  
Ext. 7978 | Jessica\_Senehi@umanitoba.ca

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## EXECUTIVE SUMMARY

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The Ph.D. Program in Peace and Conflict Studies will encompass the analysis and resolution of social conflicts; peace research that examines the structural roots of social conflicts, divisions, and inequalities; and strategies for building community and promoting social justice. It will be housed in the Arthur V. Mauro Centre for Peace and Justice. The Centre will serve as an intellectual space that transcends the restraints and limitations of traditional academic disciplines in order to adapt and provide for emerging conversations on the edge of the Peace and Conflict Studies discipline. The Centre will encourage research and practice that inspires a dialogue across the disciplines.

The Ph.D. Program will consist of 24 credit hours of course work, a candidacy examination, and a thesis. Six new 3-credit hour courses are proposed. Proficiency in a second language will be a requirement. Four students will be admitted into the Ph.D. Program per academic year to a projected maximum of 16 students in the Program at any one time.

Students admitted to the Program will meet the admission requirements of the University of Manitoba. These will include the attainment of a masters degree, which will have been earned from among several related and relevant disciplines. Those admitted to the Program with a masters degree in a field other than Peace and Conflict Studies must complete an additional two 3-credit courses as described in this proposal. Students will be channeled into appropriate cognate courses on the counsel of their academic advisor and the Peace and Conflict Studies (PACS) Graduate Program Committee.

We have consulted with persons from all of the partnering faculties, especially the Faculty of Arts in the development of this proposal, beginning with our meeting, with former Dean Robert O'Kell, in July 2003. We have incorporated feedback into the proposal, and hence there have been many iterations of this proposal as a result of these consultations. Importantly, we have provided for institutionalizing a collaborative model for directing this Program in the form of a *Peace and Conflict Studies Graduate Program Committee*.

The Program will be administered by the PACS Graduate Program Committee of the Faculty of Graduate Studies, which will be chaired by the Director of the Arthur V. Mauro Centre for Peace and Justice at St. Paul's College, and will consist of the Director and Associate Director of the Centre, the Rector of the College, the Deans or their Designates of the Faculties of Arts, Education, Law, and Social Work, and two additional persons elected for two-year terms by the faculty members associated with the Program. The PACS Graduate Program Committee will perform the functions of a department on such matters as student admission; approval of programs, composition of thesis committees, candidacy examinations, and monitoring of student progress; and appointment of faculty associates. The Chair of the PACS Committee will perform the

function of head and will report to the Dean of Graduate Studies. The Rector of the College will perform the role of budget Dean. The Deans of Arts, Education, Environment, Law, Marketing, and Social Work have stated their support of this initiative in inter-faculty collaboration.

Concerning resources, the Program will have a core staff of three full-time faculty members and faculty associates of the Program approved by the PACS Graduate Program Committee to work in the Program. The Program administration will be located in the newly renovated Arthur V. Mauro Centre for Peace and Justice in St. Paul's College. The proposal requests financial support from COPSE to appoint an administrative assistant.

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**PROPOSAL:**  
**Ph.D. Program in Peace and Conflict Studies**  
**Arthur V. Mauro Centre for Peace and Justice at St. Paul's College**  
**University of Manitoba**

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**A. PROGRAM DESCRIPTION**

**1. Rationale, objectives, and features**

**I. Rationale**

In the last century, humanity has made astounding technological advances while at the same time it has experienced the bloodiest century in history. The world is getting smaller, and increasingly, people from different backgrounds are coming together in communities and in the workplace. Global dangers such as global warming or nuclear war require multinational cooperation. Increasingly, conflict is being defined along religious and ethnic lines. Throughout the world, violence and human rights abuses abound. Where peace accords have been signed, the critical work of reconciliation, healing, and peace-building remain. At no time has the need to resolve conflict peacefully while promoting justice and reconciliation been greater. In this nuclear age, the future of the world could well depend upon the ability to meet this need. The interdisciplinary study of peace and conflict has emerged in recent decades to bring people of diverse theoretical and experiential backgrounds together to (a) research these complex social problems in a systematic way, and also (b) develop and promote strategies, policies, and skill sets for addressing these issues.

The University of Manitoba's 2003 strategic plan *Building for a Bright Future* places emphasis on research and graduate education that makes a difference to the province, the nation, and the world. With the increasing significance of international governmental and nongovernmental organizations, nations will need to provide qualified personnel to maintain a significant national presence and influence in the world. Increasingly, persons in Manitoba, North America, and throughout the world are seeking to supplement their current expertise—reflected in masters level study in their chosen discipline or profession—with doctoral level studies in the area of violence prevention, the analysis and resolution of conflicts, and peace-building. Given the high level of institutional and community resources for this area of study, the University of Manitoba is uniquely poised to be an international leader in this area.

This proposal seeks to address these global and local needs with the establishment of an interdisciplinary Ph.D. Program in Peace and Conflict Studies at the University of Manitoba—the first Ph.D. Program in this subject area in Canada. The purpose of this interdisciplinary graduate degree is to provide an opportunity for students to pursue higher education, research, and practice in conflict analysis and resolution. The doctoral degree will build on the firm foundation of knowledge and skills developed during masters studies from one of a variety of disciplines.

While we plan also to propose the development of a masters program in this area, we are proposing the Ph.D. Program first for several reasons. First, existing Ph.D. programs in the Peace and Conflict Studies field accept students from across the disciplines who hold a relevant masters degree from an accredited university—to be determined by the PACS Graduate Program Committee. As this field is by its very nature interdisciplinary, students will be considered for admission even when they have a masters degree from a discipline other than Peace and Conflict Studies. Often, those who switch disciplines make the most effective contributions. All of the granting councils in Canada are now encouraging interdisciplinary work, so students who are grounded educationally in more than one discipline will be advantageously situated. For example, Professor Doug Owram, President of the Federation of Learned Societies, made the point at the recent Congress of the Humanities and Social Sciences held at the University of Manitoba that the confluence of multi-disciplinary events all generate cross-pollination of ideas. Those students who do not have a masters in Peace and Conflict Studies will need to take some prerequisite courses in the field as an occasional student in order to be admitted to the Program. Those with no background in the social sciences would be expected to take additional courses depending on the nature of their background. Yet even those with a social science background may need to take additional courses, and any student, even once admitted, may need to take an additional prerequisite in order to gain admittance for a particular cognate course. Thus, the interest in admitting students from other disciplines is not a signal of an absence of rigor in the Program, but actually a commitment to synergy and to bringing multiple disciplinary lenses to the study of social conflicts, as well as seeking to apply the lenses of conflict analysis and resolution to different types of social problems and social arenas. Rigor in admission will also be taken into account by looking at a wide variety of applicant qualifications. Further, an inter-faculty PACS Graduate Program Committee will monitor admissions. The goal is to provide a quality educational experience to talented students who have the capacity and the motivation to make a significant contribution to the field and to society. Second, although there are more than 30 masters-programs in the area of Peace and Conflict Studies in North America, there are only two Ph.D. programs (both in the U.S.), so there are enough masters programs to create a demand for further study in this area at the doctoral level. There are a number of persons who have a master degree in this field who are looking for advanced doctoral level studies in this area. Thus, the proposed doctoral program will draw in a separate and new student body that otherwise would not come to the University that will benefit all of the participating partners and the University of Manitoba. Third, there are different markets for masters and Ph.D. programs in Peace and Conflict Studies: persons who are seeking to enhance their current expertise and professional opportunities will seek a masters degree; persons who want to teach, conduct research, and/or be leading practitioners in the area of Peace and Conflict Studies will seek a doctoral degree. Fourth, there are precedents at the University of Manitoba of programs starting with the doctoral rather than a masters program—e.g., Marketing and Applied Health. Fifth, we are in the process of developing a proposal for a masters in Peace and Conflict Studies jointly with our colleagues at the Conflict Resolution Program at Menno Simons College at the University of Winnipeg, which would allow students to have access to faculty

members and courses from both institutions. This will be a time-consuming and complex process, and we do not want this to hold up the development of the doctoral program, especially as the two programs will be independent in many ways, because, as stated above, they will largely appeal to different markets.

## II. Objectives

Specific objectives of the interdisciplinary Ph.D. Program in Peace and Conflict Studies are to:

- a) prepare students to apply analytical and theoretical models and conflict resolution processes to the analysis of, and intervention in, diverse conflict contexts;
- b) provide graduate students with the theoretical perspectives, substantive knowledge, and practical skills required by the needs of society;
- c) promote interdisciplinary research and education in the area of Peace and Conflict Studies;
- d) facilitate and encourage the involvement of leaders in the peace and conflict community and at the University of Manitoba to be educators, researchers, practitioners, and decision-makers;
- e) meet the demand from students, faculty, and peace and conflict organizations for an interdisciplinary Ph.D. Program in Peace and Conflict Studies;
- f) ensure that masters graduates can continue their graduate education in Peace and Conflict Studies without leaving Manitoba; and
- g) create opportunities for greater interaction among students and faculty from different disciplinary backgrounds;

## III. Research priorities

The Ph.D. Program in Peace and Conflict Studies will be housed in the Arthur V. Mauro Centre for Peace and Justice. An important mission of the Centre is research in the area of Peace and Conflict Studies. Currently, there are three full-time faculty associated with the Centre: Dr. Sean Byrne, Dr. John Perry, and Dr. Jessica Senehi. These faculty members will teach all of the core courses for the Ph.D. curriculum with some additional sessional visiting faculty who are well known for work in this field.

Byrne's research focuses on ethno-political conflicts. He has authored one book, co-edited a second book, and published numerous refereed articles and book chapters, and conducted grant-sponsored research on this topic. Byrne previously served as editor of the *Journal of Peace and Conflict Studies*, and has served as a reviewer for articles, grants, and book proposals in this field.

Perry is completing a monograph on state sponsored torture used as part of the interrogation process. In addition, he is Editor of the journal *Ultimate Reality and Meaning: Interdisciplinary Studies in the Philosophy of Understanding*.

Senehi's research focuses on the role of storytelling and cultural production in conflict and peace. She has authored refereed articles and book chapters on this topic. Senehi recently received a University of Manitoba research grant for a project on "The Role of Storytelling and Popular Expressive Traditions in Peace-building."

Further, the Centre will highlight and market (internally and externally) the research of faculty associates in other units of the University who are doing research in this area. It is expected that in the future the Centre will support additional researchers with grant sponsorship or other funding. Doctoral students will benefit from being in the context of a Centre that is engaged in research; as well, they will add to the research activities of the Centre through their collaboration in projects and/or their own research. Faculty will mentor doctoral students regarding conference presentations, publishing their work, and gaining grant support for their doctoral research.

Moreover, interdisciplinary programs offer opportunities for faculty members and students to participate in collaborative research and practice. Collaborative and interdisciplinary research projects are receiving increased attention and funding from national organizations such as SSHRC. The proposed interdisciplinary Ph.D. Program would provide a context for University of Manitoba faculty and graduate students to work collaboratively, thereby increasing funding opportunities. Inter-institutional collaborations and international collaborations are also important, not only for increasing funding opportunities, but also for building the international reputation of the University. Already, the Centre has had some accomplishments in this area. The Centre has begun a joint research initiative with the Harry S. Truman Research Institute for the Advancement of Peace at The Hebrew University of Jerusalem. A grant from the Human Resources Development Canada will provide the University of Manitoba and the Mauro Centre \$160,000 over four years to support student exchange for the study of peace and conflict issues among the University and partnering institutions in Canada, Mexico, and the United States, which is also serving to provide a context for collaborative research among the faculty of these universities.

#### **IV. Similar programs**

Increasingly, higher education institutions throughout the world are establishing institutes and degree programs in Peace and Conflict Studies at the undergraduate and graduate levels. Currently, there are seven Ph.D. programs in this field in the world (see Table 1). In Canada, there are two undergraduate programs and three masters programs (see Table 2).

**Table 1** *Ph.D. programs in Peace and Conflict Studies worldwide*

<b>Academic Institution</b>	<b>Program</b>
Bar Ilan University (Israel)	Ph.D. in Conflict Management and Negotiation
George Mason University's Institute for Conflict Analysis and Resolution (U.S.)	Ph.D. in Conflict Analysis and Resolution
Goteburg University (Sweden)	Ph.D. in Peace and Development Research
Nova Southeastern University's Department of Conflict Analysis and Resolution (U.S.)	Ph.D. in Conflict Analysis and Resolution
Uppsala University (Sweden)	Ph.D. in Peace and Conflict Research
University of Bradford, England (UK)	Ph.D. in Peace Studies
University of New England (Australia)	Ph.D. in Peace and Community Studies

**Table 2** *Canadian degree programs in Peace and Conflict Studies*

<b>Academic Institution</b>	<b>Program</b>
Conrad Grebel at the University of Waterloo	B.A. in Peace and Conflict Studies
Menno Simons College at the University of Winnipeg	B.A. in Conflict Resolution Studies
Royal Roads University	M.A. in Conflict Analysis and Management; M.A. in Human Security and Peacebuilding
St. Paul University jointly with the University of Ottawa	M.A. in Conflict Studies
University of Victoria	M.A. in Conflict Resolution

## **V. Novel and innovative features**

### **a) Contribution to the field of Peace and Conflict Studies**

The degree itself is innovative and would allow the University of Manitoba to contribute in a significant way to this emerging and increasingly valued field. This would be the first Ph.D. of its kind in Canada.

In 1957, Kenneth Boulding and others, to provide a rigorous international and interdisciplinary approach to conflict resolution, established the *Journal of Conflict Resolution* at the University of Michigan.<sup>1</sup> In 1963, in Oslo, Johan Galtung established the *Journal of Peace Research* and broadened the focus of the field to encompass not only nuclear deterrence, but also issues of structural violence, development, and social justice.<sup>2</sup> In 1965, the International Peace Research Association was formed, bringing together international scholars from diverse disciplines that share a preoccupation with goals of peace, justice, respect for diversity, and the need for sustained environmental viability. In 1984, the U.S. Institute of Peace was established in the United States to support scholarship in Peace and Conflict Studies, and in 1985, the Canadian government established the Canadian Institute for International Peace and Security. An increasing number of journals have been dedicated to Peace and Conflict Studies.<sup>3</sup> Professional associations have also developed in Canada and the U.S. to help people find constructive ways through conflict by encouraging the use of peaceful processes in everyday life. Conflict Resolution Network Canada and The Association for Conflict Resolution (ACR) are professional organizations dedicated to enhancing the practice and public understanding of conflict resolution and peace-building.

More recently, undergraduate and graduate programs have sprung up in universities in North America, Europe, Southeast Asia, and the Middle East in response to student demands to understand better the analysis and resolution of conflicts.<sup>4</sup> In 1973, the Department of Peace Studies at the University of Bradford awarded graduate degrees in Peace Studies. In 1984, UNESCO established the European Peace University in Austria. In 1987, the Institute for Conflict Analysis and Resolution (ICAR) at George Mason University began offering a Ph.D. program in Conflict Resolution.

Academic programs in the field of Peace and Conflict Studies teach students the analytical, theoretical, and practical skills necessary to analyze and design

<sup>1</sup> For reviews of the development of the field, see David Barash and Charles Webel's *Peace and Conflict Studies* (Thousand Oaks, Calif.: Sage, 2002).

<sup>2</sup> See Johan Galtung's *Peace: Research, Education, Action* (Copenhagen: Christian Ejlert, 1975), *Peace and Social Structure* (Copenhagen: Christian Ejlert, 1975), and "Twenty-five Years of Peace Research: Ten Challenges and Some Responses" (*Journal of Peace Research*, Vol. 22, No. 2, pp. 45-61, 1985.) See also: Kenneth Boulding's "Twelve Friendly Quarrels with Johan Galtung" (*Journal of Peace Research*, Vol. 14, No. 1, pp. 75-86, 1977) and Johan Galtung's "Only One Friendly Quarrel with Kenneth Boulding" (*Journal of Peace Research*, vol. 24, No. 2, pp. 199-203, 1987).

<sup>3</sup> See, for example: *African Journal on Conflict Resolution*, *Conflict Resolution Quarterly*, *Conciliation Quarterly*, *Cooperation and Conflict*, *Journal of Conflict Studies*, *Journal of Environment and Development*, *Journal of Ethnic Tensions*, *Journal of Peace Education*, *Journal of Peace Psychology*, *International Journal of Conflict Management*, *International Journal of Peace Studies*, *International Journal on World Peace*, *International Peacekeeping*, *International Negotiations*, *Negotiation Journal*, *Peace and Change*, *Peace and Conflict Management*, *Peace and Conflict Studies*, *Peace Review*, *Security Dialogue*.

<sup>4</sup> See Louis Kriesberg's "The Development of the Conflict Resolution Field" (in *Peacemaking in International Conflict*, edited by William Zartman and Lewis Rasmussen; Washington, D.C.: U.S. Institute of Peace, 1997).

appropriate interventions in protracted conflicts.<sup>5</sup> Faculty and students are discussing human needs, minority rights, human security, violence prevention, restorative justice, cultural and gender identities, environmental sustainability, appropriate technologies for development, and peace education. Social conflicts in a variety of domains and at different levels are examined (including, among others, international war, ethnic and intercultural conflicts, community conflicts, environmental conflict, and conflict in businesses, health care institutions, and schools). The field examines both direct and structural violence that encompasses war, genocide, hate crimes, family violence, and violence against children. Social cleavages such as those along class, race, religious, ethnic, or linguistic divides are also studied. The goal is to identify, analyze, and promote diverse nonviolent approaches for addressing these social divisions in ways that are sustainable, meet the needs of all parties, and attend to social justice. The assumption of the field of Peace and Conflict Studies is that although conflicts differ and each conflict has unique aspects, there are common theoretical ideas for understanding and responding to conflicts at different levels and in different contexts.

The mission of the Mauro Centre is to increase knowledge about social conflicts—their nature, course of development, and possible resolution—through theory building and research, education and practice. Theory building, skills, and techniques of nonviolent practice and conflict resolution will be at the heart of the Mauro Centre's inquiry.

Clearly, Peace and Conflict Studies is an important emerging area of study. There is a large demand for study in this area both in Canada and internationally, including from countries where there have been protracted social conflicts in recent decades. The University of Manitoba has the opportunity to be a lead institution in facilitating this emergence. It is likely that within the next few years a doctoral program in this field will be introduced at a Canadian University. The University of Manitoba has a short window to be that program.

#### b) The structured interdisciplinary approach

The interdisciplinary approach will be innovative in several ways:

First, the interdisciplinary approach will be relatively distinctive within the University and will be congruent with a growing interest by academic institutions, foundations, as well as assessing bodies in the development of interdisciplinary collaboration both for producing knowledge and for efficiently providing diverse educational options for students.

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<sup>5</sup> See Louis Kriesberg's "The Growth of the Conflict Resolution Field" (in *Turbulent Peace: The Challenges of Managing International Conflict*, edited by Chester Crocker, Fen Osler Hampson, and Pamela Aall; Washington, D.C.: United States Institute of Peace Press, 2001); see Brian Polkinghorn and Robert La Chance's "A Comprehensive Overview and Analysis of Graduate Conflict Resolution Program Trends in the United States" (The National Conference on Current Trends in Conflict Resolution in Higher Education; Greenbelt, Maryland, November 11, 2003).

Second, the Ph.D. Program will present a body of core courses in Peace and Conflict Studies while at the same time providing a complement of discipline-specific cognate courses in other departments and faculties (see *Appendix A*). The inclusion of a broad complement of discipline-specific cognate courses from other disciplines will be a distinctive feature of the Ph.D. Program relative to others in this field worldwide: while the other doctoral programs hire faculty from diverse disciplinary backgrounds, the curriculum is completely located within the distinct unit. There is a diverse group of faculty members at the University of Manitoba [in the faculties of Arts, Education, Environment, Human Ecology (Family Social Sciences), Law, Management, and Social Work] and at Menno Simons College, University of Winnipeg, with expertise in Peace and Conflict Studies. There are many theory and topics courses already created that would provide important theoretical and substantive knowledge for doctoral students in Peace and Conflict Studies (see *Appendix A*). Students would have the opportunity to focus on a particular body of theory or substantive topic, depending on the focus of their research.

Third, the Program's structure will both institutionalize interdisciplinary collaboration and will ensure the Program's academic integrity, consistency, and rigor. We have consulted with persons from the participating faculty partners, especially the Faculty of Arts in the development of this proposal, beginning with our meeting with Dean Robert O'Kell, in July 2003. We have incorporated feedback into the proposal, and hence there have been many iterations of this proposal as a result of these consultations. Importantly, we have provided for institutionalizing a collaborative model for directing this Program in the form of a *Peace and Conflict Studies (PACS) Graduate Program Committee*. For example, the Faculty of Social Work's Council meeting May 28, 2004 unanimously approved the proposed Ph.D. Program in Peace and Conflict Studies. The Program will be administered by the PACS Graduate Program Committee of the Faculty of Graduate Studies, which will be chaired by the Director of the Mauro Centre, and will consist of the Director and Associate Director of the Centre, the Rector of St. Paul's College, the deans or their designates of the Faculties of Arts, Education, Law, and Social Work, and two additional persons elected for two-year terms by the Program's faculty associates. The PACS Committee will perform the functions of a department on such matters as student admission, approval of programs, composition of thesis committees, candidacy examinations, and student progress; and appointment of faculty associates. The Chair of the PACS Committee will perform the function of head and will report to the Dean of Graduate Studies. The rector of the College will perform the role of budget Dean. Concerning resources, the Program will have a core staff of three full-time faculty members and faculty affiliated with of the Program approved by the PACS Committee to work in the Program. A structured interdisciplinary Program will promote the University of Manitoba's international reputation in this field (as well as in multiple disciplinary fields, such as political studies, native studies, or sociology,



where people are focusing on this area). Consequently, it will enhance the University of Manitoba's visibility and marketability.

c) The Program will value both theory and practice

The core curriculum of the Ph.D. Program will emphasize both theory and practice. One course, "Special Topics: Conflict Resolution Systems Design in Applied Settings," will be available to students to allow for the opportunity for reflective practice and dispute resolution systems design. An important mission of the Mauro Centre will be to establish collaborations with community organizations, such as Mediation Services, which will provide students with added opportunities for extracurricular training and practice.

d) International student and faculty exchanges

The Ph.D. Program will provide the structure for a number of international student and faculty exchanges. So far, an agreement in principle has been made with the Truman Research Institute at the Hebrew University of Jerusalem. Cross-institutional collaboration has also been initiated with universities in Jordan and the Palestinian Authority. Internally, the Mauro Centre collaborated with the Faculty of Education and with Continuing Education on a 2004 Summer Institute in Education and Democracy in a Global Context, which included a visiting Israeli and a Palestinian faculty member working to promote peace education. Seven Palestinian school teachers who teach peace education also attended the Summer Institute as teachers. It is expected that the Centre will promote opportunities for students to interface with leaders in the field (both academics and professionals) through the sponsorship of visiting lecturers, conferences, as well as the establishment of other programmatic activities such as study abroad.

## **2. Context**

### **I. Response to needs in Manitoba, Canada, and/or globally**

The 2003 Speech from the Throne which opened the first session of the 38<sup>th</sup> Legislative Assembly of the Province of Manitoba articulated economic, social, and other priorities which included (a) making communities safer and more secure, (b) building understanding and creating an inclusive community, and (c) developing a vibrant civic culture. This is significant for creating an attractive context for business and social development. The Ph.D. Program in Peace and Conflict Studies is congruent with this goal because the focus of study is on violence prevention and intervention; promoting cross-cultural recognition, understanding, and reconciliation; collaborative process for solving shared problems; and peace-building and community building, including the role of cultural production in peace-building and community-building. Further, local Aboriginal peoples' indigenous approaches to peacemaking and restorative justice, including philosophies and practices such as healing circles are critical to the analysis and

resolution of protracted social conflicts.<sup>6</sup> Thus, the Program would be consistent with the direction with which the university is heading in developing "a program to recruit graduates of Aboriginal ancestry, and facilitate their embarking on graduate education."<sup>7</sup>

The establishment of the Mauro Centre has been greeted enthusiastically. The Director and Associate Director of the Mauro Centre have had several meetings with prospective students who have heard about the Mauro Centre and with organizations and individuals who are interested in collaborations. In addition to former University Chancellor Arthur V. Mauro, more than 250 individuals and organizations have contributed to the support of the Centre. A Board of Directors that includes prominent members of the Winnipeg community, and is an important link between the academy and the community, guides the Mauro Centre. Winnipeg is noteworthy for its strong history in the area of peace and justice. Mediation Services in Winnipeg is an agency that provides local resources to transform conflicts nonviolently. Menno Simons College at the University of Winnipeg has provided a highly popular undergraduate curriculum in conflict resolution studies for several years. The restorative justice movement is very strong in Winnipeg. There are numerous organizations in the city that work for goals of peace and justice. The national human rights museum will be built in Winnipeg and named in honour of Winnipeg's renowned entrepreneur and philanthropist, the late Israel Asper. Also from Winnipeg is the Honourable Lloyd Axworthy—President of the University of Winnipeg and former Canadian Minister of Foreign Affairs—known for his work to promote the concept of human security, his work with war-affected children, and his work on behalf of the historic Ottawa Treaty for banning landmines, which earned him a nomination for the Nobel Peace Prize. The Mauro Centre is seen by its Board not only as a foundation for future achievement, but also as a reflection of what Winnipeg has already achieved in the area of peace and justice. As Mauro Centre Board Member James Carr phrased it, "Winnipeg should be a beacon of peace to the world." This degree will provide an opportunity for community leaders in the field of conflict resolution and community-building to have the opportunity to do doctoral level studies, conduct scholarly research, and be educators.

Outreach to the community is a major aspect of the Mauro Centre's mission. Important initial activities in this regard have been the first two annual Sol Kanee Lectures on Peace and Justice. The inaugural Sol Kanee Lecture on Peace and Justice was delivered in October 2002 by Prince El Hassan bin Talal of the Hashemite Kingdom of Jordan on the topic, "From a Culture of Participation to a Culture of Peace." More than 1,700 persons from the University and the community attended. Dr. Axworthy delivered the second annual Lecture in September 2003 on "Global Citizenship" to a similarly large crowd. Other outreach activities have included the Search for Common Ground Film Festival series. It is expected that the outreach activities will increase exponentially over the next five years.

<sup>6</sup> See, for example, John Paul Lederach's *Preparing for Peace: Conflict Transformation Across Culture* (Syracuse, N.Y.: Syracuse University Press, 1995) and *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, D.C.: United States Institute of Peace, 1997).

<sup>7</sup> See University of Manitoba's Report, *Building for a Bright Future: A Strategic Academic Plan for the University of Manitoba* (2003), p. 11.

The University of Manitoba will be the only Canadian university to offer a doctoral degree in Peace and Conflict Studies, and the Program will be consistent with Canada's historic international leadership in promoting a global civic society. Canada is renowned for the peaceful processes used to maintain relations with Québec and to create Nunavut. Lester B. Pearson won the Nobel Peace Prize in 1957 for his innovative proposal to send U.N. peacekeepers to the Suez Canal. Establishing a doctoral program would reinforce Canada's commitment to international peacemaking. Canada is culturally diverse, and its efforts to value a "cultural mosaic" can serve as a model to other nations. In addition, Canadians have been playing an important leadership role in international governmental and nongovernmental organizations. This Ph.D. Program will prepare individuals to work on problems of international significance, and also to work effectively in diverse cultural settings and with colleagues from diverse cultural backgrounds.

It is anticipated that graduates from this program will make an important contribution to a wide variety of organizations, institutions, and government departments, and to society as a whole. Persons who have done advanced study in the Peace and Conflict Studies field can bring their perspective to a range of professional settings. These include not-for-profit and advocacy organizations at the community, national, and international levels; businesses (e.g., handling cross-cultural training, setting up programs to prevent violence in the workplace, or acting as an ombudsperson); institutions such as hospitals, and educational institutions (including elementary, secondary, and post-secondary schools); and governmental agencies and departments.

Currently, positions in international nongovernmental organizations are increasing dramatically, creating a new class of international workers and administrators. For Canada, having representatives in these organizations will be critical to the nation's presence and influence in the international arena. These international nongovernmental organizations (INGOs) work toward a variety of purposes—for example—administering aid and setting up local and state governmental infrastructures. Also, increasingly, military personnel are working in new capacities in international settings, for which new knowledge and skills are needed. This program will be attractive to those persons—in Canada, the U.S., developing countries, and throughout the world—seeking work or already working at the transnational level.

The combination of research and course work experiences will provide unique opportunities for graduates wishing to work in both the professional, teaching, and research domains. For example, faculty will be needed to teach, administer, and conduct research in the 30 universities and colleges in North America (1 in Asia, 3 in Australia, 17 in Europe, and 3 in the Middle East) that offer a masters degree in the field, as well as in the 8 universities/colleges in Europe and 80 in North America offering a major or minor in Peace and Conflict Studies.

## **II. Strengths of the Program**

First, this proposed Ph.D. Program in Peace and Conflict Studies would expand the University of Manitoba's involvement in this dynamic field, which has a broad professional academic base locally, nationally, and internationally. At the present time, 7

of the 20 faculties at the University of Manitoba offer some instruction in Peace and Conflict Studies; about 36 faculty members across various departments have a specific interest in some aspect of the field.<sup>8</sup> These relationships will evolve and depend on the interests of students admitted to the doctoral program. Many faculty members also play a significant role at the local, national, and global levels. In addition, a national survey of academics in the field of American graduate institutions found that academics in the United States from a variety of disciplines are teaching Peace and Conflict Studies.<sup>9</sup>

Second, the proposed Program would be the only Ph.D. Program in Peace and Conflict Studies in Canada. A number of other Canadian universities and colleges offer courses, workshops, and seminars; however, no formal doctoral degrees are currently awarded. The University of Manitoba would join the ranks of the few U.S., European, Australian, and Middle Eastern universities, which offer doctoral degrees in Peace and Conflict Studies; it would therefore play a leading role in the development of the field. In addition, a cadre of students will be graduated from the Program as effective leaders in the community, and they will expand and develop the field.

Third, the Director's eight years of experience and Associate Director's four years of experience in building the Ph.D. Program in Conflict Analysis and Resolution at Nova Southeastern University will be valuable for curriculum development.

Finally, St. Paul's College has demonstrated its commitment to the Mauro Centre's development of masters and doctoral programs in Peace and Conflict Studies by dedicating the College's capital campaign to the Centre; the resources of the Mauro Corporation are behind this venture as well.

### III. Concentration or specialization

The proposed Ph.D. Program in Peace and Conflict Studies will analyse not only the deep causes of conflict and violence across socio-economic, cultural, political, and environmental dimensions, but also how diverse peace tools can manage and prevent them. Analysis and practice in the field of Peace and Conflict Studies seeks to uncover "the relationships between inequality, injustice and power asymmetry on the one hand and violence on the other" and "provide various strategies for achieving peace."<sup>10</sup> Peace and Conflict Studies is relevant to improvement in human well-being and the future survival of humanity (what Johan Galtung calls "positive peace"), for it encompasses a variety of themes ranging from peace pedagogies, environmental policies, cultural norms, development practice, inter-religious dialogue, nonviolence, social justice and indigenous peacemaking among others. A Peace and Conflict Studies perspective, therefore, seeks to

<sup>8</sup> The seven faculties are: Arts, Education, Environment, Human Ecology (Family Social Sciences), Law, Management, and Social Work. The faculty members are listed in Appendix G and M of this document. These data were collected by Research Assistant Michael Caliguiri at St. Paul's College in 2002 by means of a systematic assessment of the nature and scope of Peace and Conflict Studies content in courses offered at the University of Manitoba and other universities.

<sup>9</sup> William Warters conducted a Delphi Study of Programs in the Conflict Resolution Field in 1996 while at the Department of Conflict Analysis and Resolution, Nova Southeastern University. He found that different models are used at different programs.

<sup>10</sup> See Ho-won Jeong's *Peace and Conflict Studies: An Introduction* (Burlington, Vt.: Ashgate, 2000, p.1).

broaden our concerns beyond peacemaking (i.e., conflict resolution and conflict management) to include peacekeeping, and peace-building. It is anticipated that the topics covered in the proposed Peace and Conflict Studies courses will include, among others, theories about conflict, culture, power, identity, violence, as well as peacemaking, violence prevention and intervention, international conflict resolution, community-building, environmental conflict resolution, peace education, and reconciliation.

a) Faculty experience in graduate teaching and thesis supervision

The Director of the Mauro Centre, Dr. Sean Byrne, has eight years experience of teaching at the doctoral level, and has supervised fifteen doctoral students. The Associate Director of the Mauro Centre, Dr. Jessica Senehi, has four years experience teaching at the doctoral level, and has supervised ten doctoral students. Also, the faculty members from Arts, Education, Environment, Human Ecology (Family Social Sciences), Law, and Social Work who support the proposed Ph.D. Program, and who have expressed interest in being part of the PACS Graduate Committee will have an established track record in graduate teaching and in masters and/or doctoral thesis supervision. For those faculty associates who have only worked with masters students, the Program would provide an opportunity to work with doctoral students. The faculty members of the PACS Graduate Committee and the Directors of the Mauro Centre will have published a number of scholarly books and articles in professional journals.

b) Collaboration among existing programs at the University of Manitoba

Because the proposed Program is interdisciplinary in nature, some existing resources of the University will be used in delivering this program (see *Appendix A*). We realize that other University units have workload policies. It is our intention to create agreements with these faculties to create mechanisms that recognize and compensate the faculties for their participation in teaching core courses, and for faculty members' taking on the role of doctoral thesis chair. At present, associated faculty members from a number of faculties at the University of Manitoba as well as from Menno Simons College at the University of Winnipeg are understood to be those who have identified themselves as willing to serve on doctoral committees, with the endorsement of the department head. Currently, more than 30 faculty have expressed interest in participating in this way. Some individuals from the Faculty of Arts have also expressed interest.

Currently, the Mauro Centre does not have plans to draw on faculty from outside the Ph.D. Program to teach core courses. However, were a faculty member associated with the Ph.D. Program to teach a core course in the Program, the Mauro Centre would honour the person's Department's work-load policy. Further, we believe that our interdisciplinary collaboration may not be a matter of redistributing the resource pie, but rather may expand the pie, bringing increased opportunity to the faculty for teaching, research, outreach endeavours, and professional development.

The proposed graduate degree program does not overlap or duplicate any existing graduate degree program at the University of Manitoba. The unique contribution of the Program will lie in the opportunity that it will provide students to explore and apply a Peace and Conflict Studies perspective throughout their course work, research, and practice.

The interdisciplinary nature of the proposed Program is congruent with the University of Manitoba's publicly stated commitment to develop more multi- and interdisciplinary research and programs (in "The Roblin Commission" submission, for example). This goal was reiterated by the University of Manitoba's Task Force on Strategic Planning which noted that "As department complements shrink, and as interdisciplinary approaches to problem-solving gain ascendancy in many fields of study, we can expect to receive applications from individuals who seek to be appointed or affiliated with people from more than one department or faculty."<sup>11</sup>

The proposed Program will have a close relationship to other disciplines within the Faculty of Arts, Faculty of Education, Faculty of Environment, Department of Family Social Sciences, Faculty of Law, Faculty of Management, and Faculty of Social Work. Deans have been consulted. The Deans of Arts, Education, Environment, Law, Management, and Social Work have stated their support of this initiative in writing. Faculties and departments will be asked to encourage potential students interested in entering this program. Moreover, the establishment of this program will also create a formal forum for the discussion of theory, practice, methods, ethics, and other cross-disciplinary topics of interest to all researchers and practitioners. This shared discourse may lead to greater awareness and an overall increase in the quality of Peace and Conflict Studies research and practice.

#### **IV. How the proposed program complements and strengthens other programs at the University of Manitoba**

Students enrolled in masters degree programs that wish to acquire additional knowledge in Peace and Conflict Studies will be able to pursue studies in this academic area at the doctoral level. The Program will complement other programs that are more clinical in nature (such as Social Work, and Human Ecology) by providing additional theoretical perspectives as well as suggesting additional contexts within which these clinical skills can be applied. Further, Peace and Conflict Studies students will enroll in other faculties' courses as well.

#### **V. Enhancing cooperation among Manitoba's universities**

This proposed Program would contribute to the University of Manitoba's goals to strengthen relationships with other Manitoba universities (Brandon University, Canadian Mennonite University, University of Winnipeg) and with government, business, and

<sup>11</sup> See University of Manitoba Task Force on Strategic Planning's "Building on Strengths: Final Report of the Task Force on Strategic Planning," (University of Manitoba, p. 66, 1998).

community groups. This Program will encourage the development of a network of faculty at the universities, which will serve to foster future research and practice.

## **VI. Enhancing the University of Manitoba's national and international reputation**

The proposed Ph.D. Program in Peace and Conflict Studies addresses many of the central themes in the mission of the University of Manitoba. The University has committed itself to maintaining and strengthening its commitment to peace and justice issues and to international faculty and student exchange. The quality and reputation of the University is built on the quality of its students and research. Thus, the establishment of this Ph.D. Program would allow the University of Manitoba to contribute to the emerging discipline of Peace and Conflict Studies.

The University of Manitoba would also become known as the only Canadian University to offer a Ph.D. in Peace and Conflict Studies. Students from masters' programs in Canada (Royal Roads University) and the United States (e.g., American University, University of Massachusetts-Boston, Kent State University, Antioch University, Arcadia University, and the University of Notre Dame) would be attracted to the Ph.D. Program at the University of Manitoba. With the evolving public perspective on peace and conflict issues, students with masters' degrees in related and relevant areas in Canada and overseas will also pursue advanced training in Peace and Conflict Studies. With the rapid expansion and development of this field, doctoral degrees at other universities in North America and overseas will undoubtedly be implemented in the very near future (for example, two new doctoral programs include one in Peace Psychology at the University of Massachusetts-Amherst, and one in Conflict Resolution at Tel Aviv University).

In 1998, the Manitoba Chapter of the United Nations Association in Canada brought together Friends of the United Nations to establish a Chair and Resource Centre devoted to the U.N. The goal is to create one Centre to inform, educate, and engage the public on the multitude of activities and responsibilities of the U.N. Dr. George MacLean of Political Studies at the University of Manitoba is the current Manitoba Chair of U.N. Studies. The Arthur V. Mauro-Centre is collaborating with the Manitoba Chair of U.N. Studies to promote global peace-building and conflict resolution. Further, the inaugural Sol Kane lecture was delivered in 2002 by His Royal Highness, Prince El Hassan bin Talal of the Hashemite Kingdom of Jordan. The Mauro Centre is working to partner with Prince Hassan to bring students from Jordan to study at the University of Manitoba. As well, other projects are underway to establish links with universities in the Middle East. Faculty also have working relationships with colleagues from Kenya, Nigeria, Rwanda, Ethiopia, and Sri Lanka, with whom we are developing joint research and outreach.

## **3. Program specifics**

The Director and Associate Director, and Dr. John Perry of the Mauro Centre will offer core courses while other required cognate and methodology courses will be taught by faculty associates based in other programs who support having our students in their

courses.<sup>12</sup> In addition, PACS Graduate Program Committee will be responsible for all matters relating to curriculum and student standing. This includes, for example, academic advising, thesis committee structure, and reviewing student progress. This work will be conducted in accordance with the Faculty of Graduate Studies regulations.

## **I. Program description**

### **a) Admission requirements**

The Centre's goal is for the Ph.D. Program in Peace and Conflict Studies to be a rigorous program. The significance of research in Peace and Conflict Studies and intervention for conflict resolution and peace-building also demand a high standard of commitment, scholarship, and professionalism. General regulations and criteria for admission to the Ph.D. Program in Peace and Conflict Studies follow Faculty of Graduate Studies regulations. Specifically, students applying to the Ph.D. Program in Peace and Conflict Studies must possess: (1) a masters degree in Peace and Conflict Studies (or conflict analysis and resolution or peace studies) recognized by the Faculty of Graduate Studies, or (2) if they possess masters' degrees in other related disciplines, such as social work, public administration, or sociology, they will also be considered for admission, but will be required to take some prerequisite courses in the field as occasional students in order to be admitted to the Program (see *Appendix B*). Courses taken as Occasional courses may not be transferred to the Ph.D. Program. Occasional courses are taken provisionally, and if successfully completed, the person can apply for admittance to the Ph.D. Program. Applications will be due by the end of the fall semester. Students must also possess: (3) a minimum grade point average of 3.0 in the last 60 credit hours, (4) appropriate research capability as evidenced by a thesis from a recognized institution, or a major research paper equivalent to a thesis from a recognized institution, or an independently completed research article published in a refereed journal, and (5) proficiency in the English language at levels required by the Faculty of Graduate Studies. With regard to Prior Learning Assessment and recognition, while students' prior experiential learning and practice is highly valued and considered in admissions to the Program, there will be no transfer of life experience credits into the Program in lieu of Ph.D. course credits.

Four students will be admitted to the Ph.D. Program per academic year, so there should not be many students in any one class. Students' participation in any course would depend on space being available and on the students following the admissions procedure for a particular course.

As the Ph.D. Program will be admitting four students a year who will be choosing from among courses across faculties, it is expected that student demand is going to be rather minimal. There should be enough professors willing to accept students from the

<sup>12</sup> From 1986-1995, Professors Louis Kriesberg and Neil Katz directed the interdisciplinary Program on the Analysis and Resolution of Conflicts (PARC) at the Maxwell School, Syracuse University. PARC is dedicated to advancing knowledge about social conflicts through theory building, research, and practice. PARC faculty associates work regularly with PARC on interdisciplinary research projects, and teaching graduate level courses in conflict resolution and peace studies.



Ph.D. Program in Peace and Conflict Studies so that if students cannot get into one class, they can get into another. The number of students needing courses in any one department is likely to be very small.

b) Content to be taught in the Program

i) *Overview*

The proposed Program consists of four core courses taught by the faculty at the Arthur V. Mauro Centre for Peace and Justice, and two methodology courses and two cognate courses to be selected from across the graduate courses offered in related disciplines (see *Appendix B*). The two occasional courses must be taken if the applicant does not have a masters degree in the field.

The requirements for the Ph.D. in Peace and Conflict Studies are 24 credit hours of required course work, which includes 12 credits of 700 level core courses, 6 credit hours of methodology courses, 6 credit hours of cognate courses, plus a candidacy exam, a thesis proposal, and a thesis. The 6 credit hours of cognate courses can be taken from courses offered at the 500 or 700 level (to be determined from a pre-set list of courses related to Peace and Conflict Studies or other courses with the approval of the PACS Graduate Program Committee). To complete the Program successfully, students will be required to maintain a minimum GPA of 3.0 and no individual course grade below B, pass the candidacy exam, and successfully defend the thesis proposal and the thesis.

The PACS Graduate Program Committee will examine student's proposed course work, and approve thesis committee members. The PACS Graduate Program Committee must approve all students' academic programs. This is normally done on the recommendation from the student's advisor following consultation with the student.

ii. *Cognate and methodology courses*

A number of cognate and methodology courses appropriate for the interdisciplinary Ph.D. Program in Peace and Conflict Studies are available from a number of participating faculties, or from an accredited university overseas. Students who wish to take courses at another university would need a permission letter to do so from the PACS Graduate Program Committee. Several departments now offer courses which are suitable for inclusion into the Program to meet the needs of individual students (see *Appendix A*). The written consent of the Chair of the Department's Graduate Program Committee and the consent of the instructor is required. The Director of the Program and the PACS Graduate Program Committee must approve course selections. Students may elect to take their cognate and/or methodology courses at our partnering institution abroad, The Hebrew University of Jerusalem.

c) Student advising

At the time of admission, each student will be assigned an advisor in consultation with the PACS Program Committee. The advisor, in consultation with the student and the PACS Program Committee, is responsible for the formation of the Advisory Committee. The Advisory Committee's primary responsibilities are

to guide the student through the program of studies and in preparation for the Candidacy Examination. The student's advisor, the Advisory Committee, and the PACS Program Committee must approve the program of studies and any subsequent changes to the program of the student. Eighteen months post admission the student will choose a permanent thesis advisor to work with.

The Ph.D. Advisory Committee, which typically forms the Thesis Examining Committee, must consist of a minimum of three members of the Faculty of Graduate Studies, who are faculty associates of the Ph.D. Program in Peace and Conflict Studies.

The Director of the Mauro Centre is responsible for signing all documents that the PACS Program Committee must approve, such as registration and program of study forms. Each student should meet with the PACS chair each semester to discuss thesis, courses, concerns, etc. It is presumed, however, that students will also regularly consult with their faculty advisor about any matter related to their progress in the Program.

Faculty of Graduate Studies regulations specify that the student must normally be present during this annual review, must have the opportunity to read the Committee's report, comment on its contents, and then sign the report, testifying that these rights were fully extended. Where the Advisory Committee undertakes the review, students will also be provided with the individual evaluations submitted by faculty members.

d) Language reading requirements

Students are required to demonstrate reading competence in a non-English language prior to the written and oral defence in the candidacy examination (see *Appendix H*).

e) Residence requirements: full-time and part-time status, and timetable

The Faculty of Graduate Studies considers a student to be full-time if s/he identifies her/himself as such and the PACS Graduate Program Committee certifies at registration that the student's program for the registration period is that of a full-time student. Students can take the proposed Ph.D. Program on a full-time or part-time basis (see *The Faculty of Graduate Studies Academic Guidelines*).

f) Candidacy Examination

The PACS Graduate Program Committee expects that full-time Ph.D. students will normally have successfully completed the candidacy examination within two years following admission to the Program. If not completed within three years following admission, the PACS Graduate Program Committee will review the matter and may require the student to withdraw from the Program. Advancement to candidacy status will conform to existing Faculty of Graduate Studies requirements (see *Appendix H*).

The Candidacy Examination requirement may be satisfied in any one of three options: (1) a closed-book examination, (2) a take-home examination, or (3) two comprehensive review papers on distinctly different topical areas, that are both different from the specific topic of the Ph.D. thesis (see *Appendix J*).

**g) Thesis regulations**

Once the candidacy examination has been successfully defended, the student is ready to proceed to the stage of research and thesis writing.

**i. *Thesis proposal***

Once the student has successfully completed the course requirements, normally during the first year in the Program, and the candidacy examination, normally during the second year, her/his Advisor plus at least two additional faculty from the PACS Graduate Program Committee will constitute the student's Examining Committee, with the Advisor as Chair. PACS must approve the composition of the Examining Committee. The selection of a Thesis Advisor must be reported to, and approved by, the Program chair. The members of the Examining Committee must be members of the Graduate Faculty, and will be determined by the Program Chair in consultation with the student and her/his Advisor. Any special requests for the appointment of individuals to examining committees must be put in writing to the Graduate Committee, and should include a justification for the appointment. The Examining Committee is responsible for guiding and supervising the student's work toward a thesis.

The first stage in the process is the submission by the student of an acceptable thesis proposal, outlining in some detail the problem s/he intends to investigate as well as the theory and methodology to be employed in the endeavour. Theses may, of course, employ quite different methodologies, qualitative or quantitative; hence, the style and format of proposals will vary accordingly. Students should therefore consult their Advisors as to the most appropriate format for their specific thesis problem. In general terms, a proposal might be structured as follows: central idea of the thesis, preliminary review of the literature, theoretical framework, methodology, anticipated contribution of the research, and timetable (see *Appendix G* for a more detailed outline).

A copy of the approved proposal will be made available by the chair to the Examining Committee for perusal, and the student will formally present the proposal in a forum open to all faculty associates and graduate students of the Program. The thesis proposal is approved by the Examining Committee first, and second by the PACS Graduate Program Committee. Faculty of Graduate Studies regulations require that this examination take place no later than one year prior to expected graduation. Proposals must be approved within two years of registration. As in the case of candidacy examination, unsuccessful candidates will be allowed a second attempt. On successful completion of this examination, the student is formally a candidate for the Ph.D. degree.

## ii. *Thesis*

Once the proposal has been successfully defended, the student is ready to proceed to the stage of research and thesis writing. The Faculty of Graduate Studies' booklet entitled *Thesis Guidelines* is available from the Faculty of Graduate Studies and the PACS Graduate Program Committee. Students are encouraged to obtain a copy of this document to assist them in the proper presentation of their thesis.

The student's Advisor, as Chair of the Examining Committee, is the person primarily responsible for guiding and supervising the student's progress through this stage of the Program, but the other members of the Examining Committee should also be kept informed and regularly consulted so that the members can clarify their expectations about the proposed research, and be an intellectual sounding board for the student (see *Appendix H*). The proposal must be approved by the University of Manitoba's Ethics Board and by the Examining Committee before the student collects data. The thesis should show that students have mastery of the field in which they present themselves and are fully conversant with the relevant literature. When the thesis has been developed to the point where the student and the Advisor are satisfied that it is ready to be examined, the Advisor will submit a written statement to this effect to the Faculty of Graduate Studies.

A copy of the thesis will then be made available to members of the Examining Committee plus an external examiner from outside of the University of Manitoba made available through formal collaboration with the Faculty of Graduate Studies. Together, these four individuals (3 internal, 1 external) will constitute the student's Thesis Examining Committee. Each examiner will submit to the Dean of Graduate Studies a written evaluation of the thesis, suggesting revisions if necessary, and containing a definite statement as to whether or not the student may proceed to the oral defense. The examiners should report on its merits according to the following categories: (1) acceptable without modification or with minor revisions, (2) acceptable subject to modification and/or revisions, and (3) not acceptable. All examiners must be members of the Faculty of Graduate Studies.

The Dean of Graduate Studies will then submit the individual evaluations to the Examining Committee for a final decision on the student's advancement to the oral examination. If the decision is positive, a time and place for the oral examination will be arranged by the PACS Graduate Program Committee and publicized and the Faculty of Graduate Studies, and the student will immediately also make a copy of the thesis available for perusal by all members of the PACS Graduate Program Committee.

Members of the Examining Committee, the external examiner, plus the Dean of Graduate Studies or designate as Chair, will constitute the Final Oral Examination Committee. The external examiner should be encouraged to attend the examination, but is not required to do so. The examination will be conducted in a forum open to the University community and will address itself to the subject

matter of the thesis and matters related thereto. The judgment of the examiners will be reported to the Dean of Graduate Studies in the terms "approved" or "not approved," and each examiner must indicate by her/his signature concurrence with the idea. Anything less than unanimity on the part of the examiners will be considered a failure. In such an event, the student is entitled to a second and final attempt. The candidate will be recommended for the Doctoral degree in Peace and Conflict Studies upon the receipt by the Faculty of Graduate Studies of the favorable results of the thesis committee, and when the corrected copies of the thesis are submitted to the Faculty of Graduate Studies, assuming all other Program requirements have been met.

The thesis must be written in a lucid style, and be reasonably free from typographical and other errors. Students completing the Ph.D. Program must submit two corrected, unbound copies of their thesis to the Faculty of Graduate Studies. One bound copy must also be submitted to the PACS Graduate Program Committee. Copies of the thesis must be submitted in good, clear type. As long as all copies of the thesis are clearly legible, the thesis may be reproduced by any method acceptable to the Faculty of Graduate Studies. Minimum paperweight is 16 lb. bond or equivalent; minimum left margin is 1-½ inches, other margins are one inch. Wherever possible, these margins should be adhered to for illustrative materials.

The Academic Schedule in the Graduate Calendar should be consulted regarding exact dates by which thesis must be completed. In order to meet the deadlines for graduation/convocation, students should note that the relevant forms and the completed, approved thesis must be submitted to the Faculty of Graduate Studies as follows:

<b>Convocation Date</b>	<b>Graduate Studies Deadline</b>
May convocation	End of March
October convocation	End of August
February graduation	Beginning of January

#### **h) External evaluation procedures**

The student's advisor will recommend to the PACS Program Committee for approval the name of a prospective external examiner (see *Appendix L*).

#### **i.) Ability to transfer courses to the Program**

The PACS Graduate Program Committee will consider on a case-by-case basis the appropriateness of transferring credits for previous doctoral-level course work in the field to the Ph.D. Program in Peace and Conflict Studies.

## II. Credential

Graduates will be granted a Doctorate of Philosophy.

a) Rationale for the name

The proposed Program is designed to be interdisciplinary in nature. It is most appropriate that a universally recognized designation (i.e., Ph.D.) be used so that the degree is recognized across a number of disciplines.

b) Name of the credential elsewhere

See Table 1 on *Page 5*.

c) Agencies, groups, institutions, and individuals consulted in the development of the program and its name

A number of agencies, groups and institutions were consulted regarding the development of the Ph.D. Program (see *Appendix I*).

## 4. Projections and implementation

### I. Sample Program listing

The following advanced courses on current approaches to the field for those students whose masters' degrees are not in Peace Studies or Conflict Resolution: xxx.700—"Theories of Conflict and Conflict Resolution" and xxx.701—"Interpersonal Communication, Problem-Solving, and Trust-Building."

**Table 3** *Sample Degree Plan: 24 credits hours*

	Fall (September)	Winter (January)
<b>Year 1</b>	xxx.703: Intercultural Conflict Resolution & Peace-building xxx.705: Selected Topics xxx.706: Qualitative Methodology xxx.708: Cognate Area	xxx.702: Violence Intervention & Prevention xxx.704: International Peace & Conflict Resolution xxx.705: Quantitative Methodology xxx.707: Cognate Area
<b>Year 2</b>	Candidacy Exam	Thesis Proposal
<b>Year 3</b>	Thesis Preparation	Thesis Defense

Assuming the student is prepared to devote the summer months to full-time study, a suggested schedule for completing the Program might be as follows:

<b>Year 1</b>	Select an Advisor Complete 24 credit hours of course work Complete second language requirement Begin preparations for candidacy examination
<b>Year 2</b>	Prepare for and write candidacy exam, and thesis proposal.
<b>Year 3</b>	Prepare and defend thesis.

## II. Estimated enrolment

This Program is expected to attract students interested in this field and in pursuing an interdisciplinary doctoral degree in Peace and Conflict Studies. Forecasted enrolment for the Ph.D. Program in Peace and Conflict Studies is an intake of four full-time students in the first year, four students in year 2, four students in year 3, four students in year 4 and year 5; projected maximum of 16 students in the Program at any one time. Graduate students who are members of the University of Manitoba or are from other interdisciplinary graduate Peace and Conflict Studies programs in Canada, the United States, and overseas would be the primary clientele. Students' research interests will be an important factor in their admission, and students will not be admitted unless there are qualified faculty members who are interested in working with that particular student.

Military personnel need to be trained in this field to be able to use the skills, theoretical lenses, and processes of conflict resolution in the post-conflict peace-building phase. The Canadian Forces Peace Support Training Centre and the Lester Pearson Canadian International Peacekeeping Training Centre provide some training in this field. A Ph.D. Program in Peace and Conflict Studies at the University of Manitoba would draw military personnel into the Program.

### a) Labour market information

Future job forecast appears promising given the increasing emphasis put on interdisciplinary research in the social sciences, and the impending wave of retirements for Canadian and U.S. universities. The proposed Ph.D. Program in Peace and Conflict Studies will prepare its graduates for several kinds of career paths. For instance, they may pursue college and university teaching and research positions, positions in governmental organizations, international governmental organizations (e.g., the United Nations High Commission for Refugees), and international nongovernmental organizations (INGOs) such as Amnesty International, International Alert, Friends of the Earth, Red Cross, and Red Crescent. They may hold positions as researchers and policymakers on issues of international peacekeeping, intergroup conflict resolution, human rights,

economic and social development; and other social problems, or work with elementary schools, secondary schools, and/or institutions of higher education to design and/or implement programs/curricula addressing peace education, violence prevention, and/or peer mediation. They may choose to be trainers, consultants, or other kind of third-party interveners for individuals, organizations (including, for example, not-for-profit organizations, non-governmental organizations (NGOs), INGOs, as well as businesses, hospitals, police departments, prison settings, etc.), communities, or national governments. There are also public intellectuals of various kinds for whom this course of study would be especially appropriate: for example, journalists, legislators, clergy, community organizers, directors of public institutions, and others whose work will shape and influence social thought and actions.

### **III. Distance education**

There is no intent to offer courses through distance education at this time although it is anticipated that alternative means of course delivery may be available in the future.

### **IV. Schedule for implementation**

It is intended that the Program will commence September 2005.



## B. HUMAN RESOURCES

There is a wealth of resources available within the University directly related to the study of Peace and Conflict Studies. The research conducted by St. Paul's College found that 7 out of 20 faculties offered some instruction in Peace and Conflict Studies, and that a total of approximately 43 courses and seminars focused on Peace and Conflict Studies (see *Appendix A*). In terms of research, 7 Research centres and institutes conduct research in various areas of Peace and Conflict Studies.<sup>13</sup> There exists tremendous expertise in terms of human resources and in the delivery of programs which focus on Peace and Conflict Studies within a particular unit's disciplines (see *Supplementary*). The proposed comprehensive Program in Peace and Conflict Studies will tap into the rich pool of resources in the university and the community.

### 1. Faculty

Professor Sean Byrne and Assistant Professor Jessica Senehi each have an initial five-year renewable contingent appointment as Director and Associate Director of the Mauro Centre respectively. Assistant Professor John Perry also has a similar renewable contingent appointment within St. Paul's College. In addition, there are more than 30 faculty members from University faculties other than Arts doing work relevant to Peace and Conflict Studies who have said that they will be available to serve on doctoral committees. The faculty, pending the approval of their deans, want to be considered as faculty associates of the Ph.D. Program. These potential faculty associates have experience as thesis advisors and/or committee members for students in a wide variety of disciplines, including Arts (Anthropology, Native Studies, and Sociology), Education, Environment, Human Ecology (Family Social Sciences), Law, Management, and Social Work. Also, five faculty from the Conflict Resolution Program at Menno Simons are interested in advising doctoral students. Of course, only those who are qualified to serve on committees as detailed in the Proposal and consistent with Graduate Studies policy will be able to serve on doctoral committees.

The three-core faculty of the Ph.D. Program (Byrne, Perry, and Senehi) will serve as advisors on no more than five committees simultaneously. Senehi and Byrne will not serve on the same committee as they are married to each other. Associated faculty will serve on no more than two committees simultaneously.

The faculty affiliated with the Program also play a significant role in the community and professional organizations. They serve in executive positions at the local, regional, national, and international level in Peace and Conflict Studies organizations and educational institutions such as Mediation Services, Conflict Resolution Network Canada, Association for Conflict Resolution (ACR), the National Coalition for Peacemaking and Conflict Resolution (NCPCR), and the Peace Studies section of the International Studies Association in the U.S. These connections with the community and

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<sup>13</sup> The Centres and Institutes include Centre for Aging, Centre for Defence and Security Studies, Centre for Higher Education Research and Development, International Centre for Students, National Resources Institute, Office of the Ombudsman, and Research and Education for Solutions to Violence and Abuse.

professional organizations, combined with faculty experience in research and on thesis committees, will provide students in the interdisciplinary Ph.D. Program in Peace and Conflict Studies with excellent support systems and opportunities. In addition, many faculty from other departments are interested in serving on thesis committees in order to help supplement experience in graduate student supervision and to enrich the interdisciplinary aspects of the Program.

They are also engaged in a substantial amount of Peace and Conflict Studies research, the results of which have been presented in a wide variety of refereed media ranging from journals to books. Research has been published in scholarly Canadian, American, and international journals (see curriculum vitae).

The faculty will, pending approval from deans and heads of their academic units, undertake various roles in the Ph.D. Program in Peace and Conflict Studies—advising students, sitting on thesis committees, and teaching cognate courses. Each faculty member has the ability to be a thesis advisor, thesis committee member, and course instructor.

## **2. Support staff**

To operate effectively, the Ph.D. Program in Peace and Conflict Studies requires one full-time-equivalent support staff member who will assist in processing admissions documentation; maintaining the Program's academic files and records; scheduling and preparing minutes of administration (PACS Graduate Program Committee) meetings; coordinating course listings, and overseeing the preparation of catalogs, handbooks, and other publications related to the Program; gathering and compiling information for special academic reports; interpreting departmental policies and regulations; and developing and implementing Program systems and operating procedures.

## **3. Faculty and community resources**

The aforementioned faculty external to the University of Manitoba who were consulted about the development of the Program will serve as external examiners for the Ph.D. Program. In addition, the Mauro Centre has a close working relationship with Gregory Barrett, Director of Mediation Services, Winnipeg; Mediation Services will provide students with added opportunities for extracurricular training and practice.

## **C. PHYSICAL RESOURCES**

The interdisciplinary Ph.D. Program in Peace and Conflict Studies provides opportunity to increase collaborative research and consultative interaction with other faculties. In addition to the intellectual stimulation, this interaction increases the sharing of space, equipment, libraries, and other facilities.

### **1. Space**

The University of Manitoba has renovated a space of 1,580 sq. ft. in St. Paul's College to house the Arthur V. Mauro Centre for Peace and Justice. The new Centre opened in April 2004. In addition, students will have study carrels, rooms with computer connections, and access to a library in St. Paul's College.

### **2. Teaching equipment**

The Program will use already existing resources that are available at St. Paul's College, University of Manitoba.

### **3. Research equipment**

Students will use research equipment that will be available to all students in the Arthur V. Mauro Centre for Peace and Justice and St. Paul's College, University of Manitoba.

### **4. Computer resources**

Students will utilize computer resources that are available to all students in the Arthur V. Mauro Centre for Peace and Justice as well as in other locations around the University (see *Appendix D*). Computer resources are adequate to support the Ph.D. Program.

### **5. Library resources**

The library is viewed as an important learning centre for this Program, since students will be using the library resources. *Appendix B* contains the Faculty of Graduate Studies Proposal for Course Changes and New Courses for each of the new courses that will form the core of the Peace and Conflict Studies Ph.D. Program. These documents include topical outlines with selected references in the form of books and journal articles. This bibliography was presented to the Director of Libraries, who recently completed a resource implication statement (see *Appendix E*).



## **D. FINANCIAL RESOURCES**

### **I. Delivery costs**

#### **I. Human resources**

##### **a) Faculty**

The costs of three full-time academics associated with the Ph.D. Program will be covered by St. Paul's College along with its Foundation, and by the University of Manitoba, which has provided transitional support. St. Paul's College will pay monies to the University from the funds raised in its capital campaign. Following the generous gift of Arthur Mauro of \$1 million, the Board of Governors of the College and its Foundation together decided to make the Mauro Centre their first priority; consequently, they embarked on a capital campaign to raise an additional \$2 million to support the Mauro Centre. As of February 29, 2003, donors have contributed \$2.1 million in cash and pledges. In addition, another \$500,000 has been raised in operating dollars, including a gift of \$350,000 to support the appointment of the Director for the first three years of the Mauro Centre's operations until the endowment is completely funded, after which point the endowment will fund the position.

Faculty associates will contribute to the Centre in a number of ways. Their participation will depend on the approval of deans and department heads, and the Centre will comply with faculty policies in providing financial support for this participation.

##### **b) Support staff**

We are requesting approximately \$45,000 per year of funding from COPSE to support one full-time support staff person to handle the administrative duties associated with the Ph.D. Program as described in Section B.2.

#### **II. Physical resources**

##### **a) Space**

The University of Manitoba has supported the renovation of the space in St. Paul's College that houses the Centre. In addition, the College will provide study carrels, computer access, and develop the Peace and Conflict Studies collection in the St. Paul's College Library.

##### **b) Teaching equipment**

The Ph.D. Program will use already existing resources available at St. Paul's College, University of Manitoba.

##### **c) Research equipment**

Student will have access to computer resources available to all students in the Mauro Centre and St. Paul's College (see *Appendix D*).

d) Library resources

St. Paul's College will raise some funds for library resources, and will work with the Director of Libraries to develop the collection related to Peace and Conflict Studies. For example, for the academic year 2004-2005, the Board of Governors of St. Paul's College allocated \$15,000 toward developing the Library's Peace and Conflict Studies collection. Another \$15,000 will be allocated for the academic year 2005-2006 to build the Peace and Conflict Studies collection. In addition, the Emma Shay Memorial Book Fund, dedicated by Dr. Thomas Shay, a senior scholar in Anthropology, and managed by the College's Foundation, will cover the \$214 per year fee to service the Peace and Conflict Studies journal collection.

### **III. Costs associated with research not covered above**

Grant awards will cover any additional resources needed for research.

## **2. Student support**

Students can apply for a variety of fellowships, bursaries, or other awards from the Social Science and Humanities Research Council (SSHRC), the Rotary Foundation, and other sources. St. Paul's College has committed itself to raise money for the following graduate awards for which students can apply: The Monsignor Normand J. Chartrand P.A., J.C.L. Scholarship, the Prince El Hassan bin Talal Graduate Fellowship in Peace and Justice Studies, and the Lloyd Axworthy Graduate Fellowship in Peace and Justice. Immigrants, refugees, visible minorities, aboriginal people, and those with disabilities are eligible for Scholarships and Awards such as the AGF Life Skills Scholarship, the C.D. Howe Scholarship, and the Rixon Rafter and Judge Brian Stevenson Scholarship Fund among others. The ultimate goal of the Centre and the College is to have funding for every student who comes.

## **3. Identification of new financial resources**

Funds will be requested from COPSE for one staff member to support the administrative aspect of the new Program. In addition, the Board of Governors of St. Paul's College approved \$15,000 for library acquisition of books in the field to support the Program. St. Paul's College is committed to fundraising for the Mauro Centre.

Moreover, the North American Conflict Resolution Cross Cultural Interdisciplinary Experiment in Peace-building grant application to the Human Resources Development of Canada (HRDC), directed by Dr. Sean Byrne and Dr. Jessica Senehi to bring together North American students, is another example of the Mauro Centre's outreach to the wider Peace and Conflict Studies field. The objective of the grant is that future leaders in a wide variety of fields must have strong conflict resolution and peace-building, and negotiation skills to deal with the frequent conflicts that arise within and among families,

communities, businesses, nations, and governments. This interdisciplinary project—with partner universities in Canada (the University of Manitoba and the Université de Montréal), the United States (the University of Louisville and the University of Wisconsin–Milwaukee), and Mexico (the Universidad de Colima and the Universidad Autónoma de San Luis Potosí)—will overcome distance and culture to assist student participants in jointly developing the ability to understand and analyze various types of conflict and to create promising strategies for resolving them. The project will deepen the understanding among our students why social, political, and armed conflicts arise, in general, and in North America, in particular.

#### **4. Financial proposal**

The Program is requesting support from COPSE to fund an administrative assistant to support the doctoral Program.

## PEACE AND CONFLICT RELATED COURSES AT THE UNIVERSITY OF MANITOBA

These courses are among those that students may take to fulfill the Program's cognate course requirement. The Heads of Departments have given permission that Peace and Conflict Studies Ph.D. students can choose to take any of the courses below as their cognate course offerings. The students may have to take a prerequisite course, depending on the Department's policy, which will be addressed on a case-by-case basis.

### Anthropology

076.704 Seminar in Ethnography of Power Systems  
076.705 Seminar in the Anthropology of Religion  
076.714 Ethnographic Research Methods  
076.764 Contemporary Anthropology Theory  
076.765 Applied Anthropology

### Economics

018.769 Structuralist Theories of Development  
018.780 Labour Problems and Policies

### Education

129.721 Educational Sociology  
129.726 Education and Development  
129.727 Seminar in Cross-Cultural Education 1  
129.728 Seminar in Cross-Cultural Education 2  
129.780 Methods of Educational Research  
129.784 Qualitative Research Methods in Education

### Faculty of Environment

053.701 Geographical Approaches to Land Resource Conflict Resolution  
Gender and Feminist Geographies  
Northern Environment  
128.411 Critical Thinking and the Environment

### Family Social Sciences

062.700 Family Theory in Research  
062.723 Work and Family Interrelationships  
062.760 Parent-Child Relationships  
062.761 Aging and Families  
062.762 Children and Violence  
062.770 Independent Study  
062.771 Special Topics in Family Social Sciences  
062.780 Family Violence  
062.781 Conflict and Mediation in Families  
062.790 Understanding the Inner City: Processes and Dynamics  
062.791 Understanding the Inner City: Issues and Perspectives



Management/Business Administration

027.741 Doctoral Seminar in Organizational Behavior (Ph.D.)  
027.744 Doctoral Seminar in Organizational Theory (Ph.D.)  
027.753 Selected Topics

Native Studies

032.724 Issues in Colonization

Political Studies

019.779 International Relations Theory  
019.785 Contemporary Strategic and Security Studies

Social Work

047.745 Advanced Research Methods 1  
047.746 Advanced Research Methods 2  
047.747 Advanced Research Methods 3  
047.753 Critical Issues in Social Work

Sociology

077.712 Seminar in Sociology of Education  
077.713 Seminar in Sociology of Developing Countries  
077.731 Seminar in Intergroup Relations  
077.732 Seminar in Political Sociology  
077.739 Survey Research Methods  
077.740 Advanced Quantitative Research Methods  
077.742 Qualitative Research Methods  
077.744 Contemporary Sociological Theory  
077.745 Selected topics in Criminology: Criminology and Genocide  
077.748 Social Inequality  
077.749 Globalization



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT  A. V. MAURO CENTRE	PREPARED BY  DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy)  08/15/2004
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**COURSE TO BE INTRODUCED**

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
XX 7AA	INTERPERSONAL COMMUNICATION, PROBLEM-SOLVING, AND TRUST-BUILDING	3

ABBREVIATED COURSE TITLE (Maximum 15 characters)  INTERPERSONL CR	SPECIFY PRE-REQUISITES (IF ANY)  N/A
---	--

**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

EXAMINES THE ROLE OF LANGUAGE AND COMMUNICATION IN CONFLICT AND CONFLICT RESOLUTION.  
THE ROLE OF POWER, GENDER, AND CULTURE IN COMMUNICATION AND CONFLICT ARE REVIEWED.  
THEORIES AND PRACTICAL SKILLS FOR SUCCESSFUL COMMUNICATION, COLLABORATIVE PROBLEM-  
SOLVING, AND TRUST-BUILDING ARE EXPLORED.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES

PROBABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

ARE THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
*Yes, a statement justifying the overlap must be appended.*

ARE THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
*Yes, a statement from the Budget Dean must be appended.*

### **LIBRARY RESOURCES:**

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.  
 The library will need **one month's notice** to prepare its statement.  
 The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

### **TYPICAL OUTLINE**

*Please append a course outline including a bibliography (selected texts, periodicals, etc.)*

*Where necessary, please attach further information on separate pages*

### **SIGNED APPROVAL**

HEAD OF DEPARTMENT

Seán Byrne

CHAIR, FACULTY GRADUATE COMMITTEE

Seán Byrne

BUDGET DEAN

John J. Hyatt



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT A. V. MAURO CENTRE	PREPARED BY DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy) 08/15/2004
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**COURSE TO BE INTRODUCED**

**COURSE NUMBER**      **COURSE TITLE**      **CREDIT HOURS**

XX 7BB

THEORIES OF CONFLICT AND CONFLICT RESOLUTION

3

**ABBREVIATED COURSE TITLE (Maximum 15 characters)**

**SPECIFY PRE-REQUISITES (IF ANY)**

CONFLICT RES TH

N/A

**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

REVIEWES THEORETICAL FOUNDATIONS OF PEACE AND CONFLICT STUDIES. PARTICULAR CASES ARE  
EXAMINED. THE IMPLICATIONS OF THEORIES FOR THE PRACTICE OF CONFLICT RESOLUTION IS  
EXPLORED.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES

ABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY  EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
*If yes, a statement justifying the overlap must be appended.*

IS THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
*If yes, a statement from the Budget Dean must be appended.*

### LIBRARY RESOURCES:

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.

The library will need **one month's notice** to prepare its statement.

The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

### TOPICAL OUTLINE

append a course outline including a bibliography (selected texts, periodicals, etc.)

where necessary, please attach further information on separate pages

### SIGNED APPROVAL

HEAD OF DEPARTMENT

Seán Byrne

CHAIR, FACULTY GRADUATE COMMITTEE

Seán Byrne

BUDGET DEAN

John J. Hyatt



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT A. V. MAURO CENTRE	PREPARED BY DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy) 08/15/2004
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**COURSE TO BE INTRODUCED**

**COURSE NUMBER**      **COURSE TITLE**      **CREDIT HOURS**

XX7CC	INTERCULTURAL CONFLICT RESOLUTION AND PEACE-BUILDING	3
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<b>ABBREVIATED COURSE TITLE (Maximum 15 characters)</b> INTERNATIONL CR	<b>SPECIFY PRE-REQUISITES (IF ANY)</b> N/A
--	---

**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

EXAMINES THE ROLE OF SOCIALLY CONSTRUCTED IDENTITIES IN INTERGROUP CONFLICTS IN A VARIETY OF CONTEXTS, AND MODES OF PREJUDICE REDUCTION AND RESOLUTION. CULTURE IS BROADLY CONCEIVED TO ENCOMPASS A VARIETY OF IDENTITIES, INCLUDING DIFFERENCE ALONG ETHNIC, RELIGIOUS, GENDER, AND CLASS LINES. THE ETHICS OF INTERVENTION IS EXPLORED.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES

ABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
 yes, a statement justifying the overlap must be appended.

IS THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
 yes, a statement from the Budget Dean must be appended.

### LIBRARY RESOURCES:

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.  
 The library will need **one month's notice** to prepare its statement.  
 The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

### TYPICAL OUTLINE

append a course outline including a bibliography (selected texts, periodicals, etc.)

where necessary, please attach further information on separate pages

### REQUIRED APPROVAL

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN

Seán Byrne  
Seán Byrne  
John J. Doyle



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT A. V. MAURO CENTRE	PREPARED BY DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy) 08/15/2004
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**COURSE TO BE INTRODUCED**

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
XX 7DD	VIOLENCE INTERVENTION AND PREVENTION	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) VIOLENCE PREVEN	SPECIFY PRE-REQUISITES (IF ANY) N/A
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**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

EXAMINES DIFFERENT DEFINITIONS AND TYPES OF VIOLENCE FROM THE INTERPERSONAL TO THE GLOBAL LEVELS. THEORIES OF HUMAN AGGRESSION AND CAUSES OF VIOLENCE ARE REVIEWED, AS WELL AS APPROACHES FOR INTERVENTION AND PREVENTION. THEORIS OF NONVIOLENCE ARE EXPLORED.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES



ABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
*If yes, a statement justifying the overlap must be appended.*

IS THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
*If yes, a statement from the Budget Dean must be appended.*

**LIBRARY RESOURCES:**

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.

The library will need **one month's notice** to prepare its statement.

The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

**OPICAL OUTLINE**

append a course outline including a bibliography (selected texts, periodicals, etc.)

where necessary, please attach further information on separate pages

**IGNED APPROVAL**

ND OF DEPARTMENT

IR, FACULTY GRADUATE COMMITTEE

GET DEAN

Seán Byrne  
Seán Byrne  
John J. Hopley



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT A. V. MAURO CENTRE	PREPARED BY DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy) 08/15/2004
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**COURSE TO BE INTRODUCED**

**COURSE NUMBER**      **COURSE TITLE**      **CREDIT HOURS**

XX7EE	INTERNATIONAL CONFLICT RESOLUTION AND PEACE-BUILDING	3
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ABBREVIATED COURSE TITLE (Maximum 15 characters) INTERNATIONL CR	SPECIFY PRE-REQUISITES (IF ANY) N/A
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**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

THIS COURSE EXAMINES INTERNATIONAL CONFLICT RESOLUTION AND POST-ACCORD PEACE-BUILDING. THEORIES REGARDING THE CAUSES OF INTERNATIONAL CONFLICT ARE REVIEWED. APPROACHES FOR JUST AND ENDURING RESOLUTION TO INTERNATIONAL CONFLICTS, BUILDING PEACE, AND THE PROMOTION OF A GLOBAL CIVIL SOCIETY ARE EXPLORED.
--

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES
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TABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

ARE THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
*yes, a statement justifying the overlap must be appended.*

ARE THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
*yes, a statement from the Budget Dean must be appended.*

**LIBRARY RESOURCES:**

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.  
The library will need **one month's notice** to prepare its statement.  
The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

**TYPICAL OUTLINE**

Append a course outline including a bibliography (selected texts, periodicals, etc.)

Where necessary, please attach further information on separate pages

**REQUIRED APPROVAL**

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN

Sear Byrne  
Sear Byrne  
John J. Hyndle



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT A. V. MAURO CENTRE	PREPARED BY DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy) 08/15/2004
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**COURSE TO BE INTRODUCED**

**COURSE NUMBER**      **COURSE TITLE**      **CREDIT HOURS**

OX 7FF

SPECIAL TOPICS IN PEACE AND CONFLICT STUDIES

3

**ABBREVIATED COURSE TITLE (Maximum 15 characters)**

**SPECIFY PRE-REQUISITES (IF ANY)**

OR SPECL TOPIC.

N/A

**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

ETHNIC CONFLICT: INTRODUCES THEORIES OF ETHNIC CONFLICT, AND THE MAJOR INTERVENTION METHODS USED BY STATES, INTERNATIONAL ORGANIZATIONS, AND PRACTITIONERS TO ANALYZE, MANAGE, RESOLVE, AND TRANSFORM ETHNIC AND COMMUNITY-BASED CONFLICTS. CASE STUDIES ARE USED TO EXAMINE CONFLICT ESCALATION AND DE-ESCALATION, AND MECHANISMS OF CONFLICT INTERVENTION.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES

TABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

ARE THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES? YES ☐ NO ☒  
*yes, a statement justifying the overlap must be appended.*

ARE THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES? YES ☐ NO ☒  
*yes, a statement from the Budget Dean must be appended.*

#### **LIBRARY RESOURCES:**

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.  
 The library will need **one month's notice** to prepare its statement.  
 The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

#### **TYPICAL OUTLINE**

append a course outline including a bibliography (selected texts, periodicals, etc.)

*where necessary, please attach further information on separate pages*

#### **SIGNED APPROVAL**

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN

Seán Byrne  
Seán Byrne  
John J. Hyatt



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT  A. V. MAURO CENTRE	PREPARED BY  DR. SEAN BYRNE/ DR. JESSICA SENEHI	DATE (mm/dd/yyyy)  08/15/2004
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**COURSE TO BE INTRODUCED**

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
XX 7GG	SPECIAL TOPICS IN PEACE AND CONFLICT STUDIES	3

ABBREVIATED COURSE TITLE (Maximum 15 characters)  CR SPECL TOPIC	SPECIFY PRE-REQUISITES (IF ANY)  N/A
--	--

**PROPOSED NEW CALENDAR DESCRIPTION – must not exceed 4 lines, 75 characters per line**

STORYTELLING AND CONFLICT RESOLUTION: EXAMINES THE RELATIONSHIP BETWEEN LANGUAGE AND POWER AND THE  
ROLE OF STORYTELLING AND NARRATIVE IN THE ESCALATION, DE-ESCALATION, AND RESOLUTION OF CONFLICTS, THE ROLE  
OF NARRATIVE METHODS FOR PEACE RESEARCH, AND STORY-BASED APPROACHES FOR CONFLICT INTERVENTION AND  
PEACE-BUILDING.

**STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE**

NEW PH.D PROGRAM IN PEACE AND CONFLICT STUDIES

ABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES?

YES ☐ NO ☒

*yes, a statement justifying the overlap must be appended.*

IS THERE ANY ADDITIONAL COST IN TERMS OF STAFF AND/OR FACILITIES?

YES ☐ NO ☒

*yes, a statement from the Budget Dean must be appended.*

### LIBRARY RESOURCES:

A statement from the subject librarian must be appended regarding adequate support, additional copies of holdings, forthcoming publications, replacement costs, etc.

The library will need **one month's notice** to prepare its statement.

The proposing unit and the subject librarian should discuss and agree upon the **bibliography** to be used in assessing the strength of the library's collection in the field.

### COURSE OUTLINE

Append a course outline including a bibliography (selected texts, periodicals, etc.)

Where necessary, please attach further information on separate pages

### APPROVAL

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN

Seán Byrne  
Seán Byrne  
John J. Hopley

Peace and Conflict Resolution Studies  
 Doctoral Program Course Support Statement  
 Prepared by Georgina Lewis, Head, Fr. Harold Drake Library  
 April 14, 2004

**Executive Summary:** The Arthur V. Mauro Centre for Peace and Justice proposes a new doctoral level program under the Faculty of Graduate Studies. My assessment has found that additional one-time funds of \$ 30,000 for monographs and continuing funding of \$ 214 per year for a new journal subscription are necessary to upgrade the Libraries' monograph holdings to the level required to support doctoral studies. The Libraries' budget cannot cover these additional costs.

### 1. Introduction

The Arthur V. Mauro Centre for Peace and Justice is proposing a Ph.D. program in Peace and Conflict Resolution Studies (PCRS) under the Faculty of Graduate Studies. The following areas of focus were identified in the program description:

- the cultural, religious, and philosophical dimensions of peace;
- social, economic, and environmental justice;
- peace education; and
- the role of international organizations and standards in addressing peace and justice.

The four participating faculty / school partners for this program are: Arts, Education, Law and Social Work. The PCRS program will be highly interdisciplinary and the following areas of related interest have been identified in the program proposal: political studies, sociology, native studies, women's studies, philosophy, history, education, law, business, social work, anthropology, environmental studies, psychology, human ecology and community health science.

In addition, the Program will work closely with the Menno Simons College, University of Winnipeg.

### 2. Collection Assessment Methodology

The ability of the University Libraries' collections to support the proposed program, and the related costs was determined by checking selected bibliographies and lists of relevant titles against our holdings. The collecting level is based on the OCLC/WLN Conspectus, which assigns a numerical value reflecting the research strength based on the percentage of titles found in the collection. Collection level 4, or 80% of titles held, is needed to support a doctoral program; collection level 3c or 65% is needed for a Master's.<sup>1</sup> Unless

1. The OCLC/WLN Conspectus methodology for collection assessment was originally developed by the Research Libraries Group in the United States and has been used to assess collection strengths in university libraries in the United States, Canada, the United Kingdom and Australia. It compares a library's collection in a particular subject area with its present ability to purchase in that field and its collection goal for that



otherwise indicated, costs are estimated at an average of \$ 56 CAD per title. This is the average cost of a book purchased for the Elizabeth Dafoe Library, which will house the majority of the collection to support the program.

The following bibliographers with related subject responsibilities were consulted:

J. Eaton, Law Librarian  
C. Budnick, Bibliographer, Political Studies and History  
H. Larimer, Bibliographer, Government Publications

Three recent course support statements were also consulted:

077.374 L02: Selected Topics in Criminology – Restorative Justice (Dept. of Sociology)  
045.3AF: Dispute Resolution: Theory and Practice (Faculty of Law)  
19.3YA: International Security and Conflict Management (Dept. of Political Studies)

### 3. Collection Support - Monographs

#### 3.1 Current Collecting Activity:

Many titles supporting the program will naturally be purchased for the Libraries through the regular funds assigned to the relevant disciplines listed above. The Elizabeth Dafoe Library purchases materials in all of the subject areas with the exception of law, business, and community health. Moreover, the Education Collection, which is housed in the Elizabeth Dafoe Library, will support peace education topics. The Fr. Harold Drake Library collects in most areas with an emphasis on social justice, social policy, and the influence, which the Catholic and Orthodox Churches along with other modern religious, demographic and economic phenomena, have on peace and conflict resolution.

With the exception of the Fr. Harold Drake Library, any Libraries' support for the PCRS program is currently limited to titles that fall within the collecting scope of the various disciplines already supported by each library unit. Therefore, while many relevant books enter the collection, there is no focus on purchasing specifically for the program.

#### 3.2 Current Expenditures

To determine the University of Manitoba Libraries current collecting expenditures, a sample with the requisite combination of focus and breadth required for Peace and Conflict Resolution studies was gathered by a BISON search of four keywords

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subject area based on current programs of teaching and research. The collection level may be assessed by comparing the library's holdings to other libraries, standard bibliographies, indexes and periodical lists, or citation reports. The assessments for collection level (CL), acquisitions commitment (AC) and goal level (GL) are expressed using a scale from 0 to 5, where 0 is out of scope or nothing and 5 is all-inclusive or comprehensive.

(Peace, Conflict Resolution, Negotiation, Mediation).<sup>2</sup> The amount the Libraries spent on the titles was calculated using average costs for books in each location. The sample covers 27 months, beginning with the initial program development activities in 2002 to present.

Table 1: Current Expenditures: BISON Keyword Search

	Peace	Conflict Resolution	Negotiation	Mediation	Average price per book	Total
Elizabeth Dafoe	124	18	19	19	\$ 56	\$ 10,080
Fr. Harold Drake	48	4	2	3	\$ 46	\$ 2,622
Law	3	6	4	10	\$ 81	\$ 1,863
Management	2	2	22	2	\$ 52	\$ 1,456
St. John's	2	0	0	0	\$ 34	\$ 68
Totals						\$ 16,089

The total expenditures are somewhat higher than the table indicates. For example, the Fr. Harold Drake Library has been specifically targeting this program since 2002 and has tracked the funding through an assigned fund ID. Beginning with the 2002/03 fiscal year, a total of \$ 4,492 or double the amount noted in Table 1 for Fr. Harold Drake Library has been spent there for relevant books.

A comparison of our holdings with *Global Books in Print* publications on "Social Conflict" from 2002 to date shows that the Libraries has spent \$ 4,800 on recent publications. This amount added to the total in Table 1 is \$ 20,889, which is a more realistic figure for current acquisitions over the 27 months. Based on this adjusted amount, the Libraries spends \$ 9,288 annually for current materials in the areas of peace and conflict resolution.

### 3.3 Recommended Acquisitions Funding Level

A total of 344 titles was found in the *Global books in Print* search for the 27 months. The Libraries target for doctoral level support is 80% of the output or 275 titles. The total cost is \$ 15,400 for 27 months or \$ 6,844 annually. Therefore, this is the annual minimum required to support the program. Depending on the number of reference, law and foreign language titles required by the program, this could well be higher, but still within the means of the current expenditure of \$ 9,288.

Moreover, base funds may be supplemented with gift funds. The Head, Fr. Harold Drake Library, can provide support through the Fr. Harold Drake Memorial Fund and the Parents' Fund. Books acquired through The Deanna and Edwin (Ted) Cohen Fund, The Patty Kirk Memorial Fund, The Native Studies and Aili Waldman Native Studies Funds

<sup>2</sup> There is minimum overlap of titles among the keywords in Table 1 and between the titles found in the BISON keyword search and those found in *Global Books-in-Print*.

could potentially benefit the program, and the bibliographers responsible for these funds could be approached with recommendations for specific titles. Project funding is also available from sources such as the Book Sale Fund.

No new base funds are recommended for current acquisitions.

### 3.4 Retrospective Collection Levels

The level of Libraries support for the Peace and Conflict resolution program is based on checking of the *Peacemakers' Bibliography* supplied by the Program Director and bibliographies taken from recommended course texts.

Table 2: University of Manitoba Retrospective Holdings and Collection Levels

Bibliography	Total Checked	In UML	% In UML
<i>Peacemakers' Bibliography.</i>	777	399	51.4%
<i>Resolving International Conflicts: the Theory and Practice of Mediation.</i> (PCR 700)	72	43	59.7%
<i>Resolving Identity-Based Conflicts in Nations, Organizations and Communities.</i> (PCR 701)	108	83	76.9%
<i>Preparing for Peace: conflict Transformation Across Cultures.</i> (PCR 702)	49	29	59.2%
<i>The Ambivalence of the Sacred: Religion, Violence and Reconciliation.</i> (PCR 710)	295	148	50.2%
<i>Building Peace: Sustainable Reconciliation in Divided Societies.</i> (PCR 712)	67	30	44.8%
<i>Conflict and Culture: A literature Review and Bibliography.</i> Rev. ed.	216	80	37%
<i>A Peace Reader.</i>	347	137	39.5%
<i>Diverse Traditions Bibliography.</i>	70	27	38.6%
<b>Totals</b>	<b>2001</b>	<b>976</b>	<b>48.8%</b>

### 3.5 Retrospective Monograph Costs

The overall percentage of 49 indicates that we have at best an undergraduate level collection. An additional 624 titles are required for the Libraries to hold 80% of the total population of retrospective publications. Taking into account that 15% percent will be out-of-print or otherwise unattainable or unsuitable and that there will be some overlap among the lists checked, the Libraries should aim to purchase 530 retrospective titles from the lists in Table 2 at a cost of \$ 29,650.

In addition to these titles, the Libraries will also want to acquire those recommended readings supplied by Dr. Byrne, which are not yet in the collection. There are 69 recommended titles; the Libraries lack 31. Some titles will be added in the meantime as part of the ongoing collection development for relevant disciplines. We anticipate the need to purchase 20 of the titles at a cost of \$ 1,120.

### 3.6 Comparison with Other Institutions

While the proposed Ph.D. program is unique in Canada, other institutions have programs with a peace and conflict resolution specialty. One of these is Mennon Simons College at the University of Winnipeg. The program proposal refers to the expectation of a close working relationship with Mennon Simons, including access to its library holdings. These holdings are listed in the University of Winnipeg Library's online catalog along with those of the Canadian Mennonite University. In addition, University of Winnipeg has titles in peace and conflict resolution studies, which supplement both of those collections.

Table 3 summarizes the results of a bibliographic sample taken from four bibliographies to compare the holdings of the University of Manitoba Libraries and the University of Winnipeg. The collecting levels are provided for the holdings of the two institutions.

Table 3: Holdings Comparison: University of Manitoba Libraries / University of Winnipeg Library

Bibliography	Total Checked	In UML	% In UML	In UWPG	% In UWPG	Unique to UWPG	% Unique to UWPG
<i>Peacemakers' Bibliography.</i>	777	399	51.4%	436	56.1%	168	21.6%
<i>A Peace Reader.</i>	347	137	39.5%	292	73.6%	141	35.5%
<i>Diverse Traditions Bibliography.</i>	70	27	38.6%	20	28.6%	7	10.0%
<i>Annotations of Institute Publications.</i>	12	3	25.0%	10	83.3%	8	66.7%
<b>Totals</b>	<b>1,206</b>	<b>566</b>	<b>44.9%</b>	<b>758</b>	<b>62.9%</b>	<b>324</b>	<b>26.9%</b>

A smaller sampling was done to compare the libraries of the University of Manitoba, the University of Winnipeg, and the University of Waterloo. The latter includes titles for Conrad Grebel University College which has an Institute of Peace and Conflict Studies and offers a certificate program in conflict management.

Table 4: Holdings Comparison: University of Manitoba Libraries, University of Winnipeg Library, University of Waterloo Library

Bibliography	Total Checked	In UML	% In UML	In UWPG	% In UWPG	In UWAT	% In UWAT
<i>Peacemakers' Bibliography.</i>	524* * out of a total population of 777	280	53.4 %	289	55.1 %	265	50.6 %

The holdings figures for both the University of Winnipeg, and Conrad Grebel University College are almost identical (although they overlap rather than completely duplicate each other). Neither institution offers a graduate level degree in peace and conflict resolution, although Conrad Grebel University College has a certificate program. Moreover, they collect a much narrower range of publishers and subjects than the University of Manitoba. It is clear that the holdings of the University of Winnipeg would supplement our holdings only marginally. Combining the holdings of the two collections together would mean that at 74% we are still below the minimum required for a doctoral collection.

### 3.7 Cost of Retrospective Collection Development

Our analysis shows that \$ 29,680 is required to bring the retrospective collection up to doctoral level and \$ 1,120 is required to purchase a full complement of course readings for a total of \$ 30,800. I am recommending one-time-only additional funds of \$ 30,000 for retrospective collection development.

## 4. Collection Support – Journals

### 4.1 Current Collecting Activity.

A comprehensive list of relevant journal titles was prepared based on a list of journals listed in the program proposal, titles cited in the bibliography: LeBaron, M. *Conflict and Culture: A literature Review and Bibliography*. Rev. ed. (Victoria, B.C.: Institute for Dispute Resolution, 2001), and select titles from the *Peacemakers Bibliography* series. A total of 113 journal titles were checked. Of these, 76 titles or 67.3% are held. They include all of the journals listed in the program proposal and several others that are highly relevant. Many of the journals lacking are peripheral and missing issues could be obtained through Document Delivery at no cost, as this service is free to University of Manitoba students.

In addition to the journal titles listed individually, the University Libraries provides comprehensive electronic access to the wide array of journals relevant to this program. In particular, the following NETDOC databases provide access to the research literature (including articles) in the field of peace and conflict resolution:

- America History and Life
- Arts and Humanities Index (Web of Science)
- ATLA Religion Index
- Bibliography of Native North Americans
- Criminal Law Abstracts
- EBSCOhost Full Text
- ERIC
- JSTOR
- NCJRS Abstracts
- PAIS International
- Social Science Citation Index

#### 4.2 Costs

We do not require any journal back issues. Only one journal title, new in 2004, is recommended: *Journal of Peace Education*, Carfax Publishing, 2004 - . The institutional subscription price is CAD \$ 214.42 and includes online access. The Libraries does not have the funds to purchase this subscription, but it could be donated through the Libraries' Adopt-a-Journal program.

#### 5. Other Libraries' Concerns

Collections to support the Peace and Conflict Resolution Studies program will be scattered throughout the University Libraries. Table 1 of this assessment is a good indicator of where books will be located. The primary location will be Elizabeth Dafoe Library. The Fr. Harold Drake Library will continue to acquire relevant items in consultation with bibliographers in Dafoe Library, and some titles may be catalogued into the Management collection. Law does not collect in the areas of international law, which are of interest to this program. Titles that fall into this area will be catalogued and housed in the Dafoe Library. A few titles may also be housed in the Neil John Maclean Health Sciences Library. Although the collection will be scattered, this will not be an undue hardship and is not outside the norm for other disciplines. Moreover, the BISON "Request" service allows patrons to have books sent to any convenient location at no charge.

In my experience, government publications and publications of non-governmental organizations will also be of interest to the program, although this was not reflected in any of the bibliographies. The Libraries' collection of Canadian and international government publications, particularly the United Nations and the European Economic Union is strong and government publications are widely available on the Internet. The publications of non-governmental organizations can be acquired in print as needed and many are offered free through organization Web sites.

The Arthur V. Mauro Centre will house a reading room and a collection of books. The Libraries will not be administering this reading room. Its collection will not be sufficient to supplement the Libraries' collections, access to the reading room will be limited to the hours and clientele determined by the Centre, and the collection will have none of the service support such as BISON cataloguing, Document Delivery, etc. that the Libraries makes widely available to all students.

#### 6. Conclusion

The University of Manitoba Libraries collections are not adequate to support the Ph.D. program in Peace and Conflict Resolution Studies. Nor will the University of Winnipeg's Collection provide an adequate supplement. Neither the individual nor the combined holdings of each institution reach Collection Level 4.

My assessment has found that additional one-time funds of \$ 30,000 for retrospective collection development, and \$ 214 per year for one journal subscription are necessary to upgrade the Libraries' monograph and serials holdings to the level of support required for doctoral studies. The Libraries' budget cannot cover these additional costs.

**EXTERNAL LETTERS OF SUPPORT****Ackerman, Alice, Ph.D.**

Professor, Conflict Studies (George C. Marshall Center for Security Studies)

**Bar-On, Dan, Ph.D.**

Professor (Ben-Gurion University of the Negev)

**Barrett, Gregory, BSW, MSW**

Program Coordinator (Mediation Services)

**Bercovitch, Jacob, Ph.D.**

Professor of International Relations (University of Canterbury)

**Boudreau, Thomas E., Ph.D.**

Professor, International Peace & Conflict Resolution Program (School of International Service American University)

**Cook-Huffman, Celia, Ph.D.**

Professor of Conflict Resolution & Associate Director, The Baker Institute for Peace & Conflict Studies (Juniata College)

**Coy, Patrick G., Ph.D.**

Associate Professor (Kent State University)

**Funk-Unruh, Neil, Ph.D.**

Assistant Professor of Conflict Transformation Studies (Menno Simons College)

**Hermann, Tamar, Ph.D.**

Professor, Director Tami Steinmetz Centre for Peace & Research (Tel Aviv University)

**Katz, Neil, Ph.D.**

Director of Training & Organizational Consulting & Executive Education Programs (Maxwell School)

**McCall, George J., Ph.D.**

Professor Emeritus, Department of Sociology (University of Missouri)

**Nevo, Joseph, Ph.D.**

Professor, Department of Middle East History (University of Haifa)

**Peachey, Dean E., Ph.D.**

Professor, Vice-President & Academic Dean (Menno Simons College)

**Polkinghorn, Brian, Ph.D.**

Associate Professor of Conflict Resolution, Executive Director, Center for Conflict Resolution (Salisbury University)

**Ross, Marc H., Ph.D.**

Professor, Department of Political Studies (Bryn Mawr College)



**Snyder, Anna, Ph.D.**

Assistant Professor, Conflict Resolution Studies (Menno Simons College)

**Väyrynen, Raimo, Ph.D.**

Professor, Political Science Director, Helsinki collegium for Advanced Studies  
(University of Helsinki) & Professor, Institute for International Peace Studies  
(University of Notre Dame, on leave)

**Witty, Cathie J., Ph.D.**

Program Director, Conflict Resolution Program (University of North Carolina,  
Greensboro)

**Žagar, Mitja, Ph.D.**

Associate Professor Institute for Ethnic Studies (University of Ljubljana)

**Review for the Proposed Doctoral Program in Peace and Conflict Studies,  
University of Manitoba, September 26, 2004**

Prepared by George Irani, PhD	and Dennis Sandole, PhD
Peace and Conflict Studies	Institute for Conflict Analysis and
Royal Roads University	Resolution
Victoria, British Colombia	George Mason University
	Fairfax, Virginia

Drs Irani and Sandole were invited by Dr. Pamela Hawranik, Associate Dean of Graduate Studies to come to the University of Manitoba to review the new proposed interdisciplinary PhD program in Peace and Conflict Studies. Over the course of two days September 23-24 we met 24 faculty and administrators from various disciplines at the University of Manitoba, three faculty/administrators from Menno Simons College, and the members from the Arthur Mauro board to hear about the proposal. We attempted to contact two faculty/administrators by telephone that were away. The general thrust of the conversations we had with the various people we met is that there is unanimity in support of the proposed PhD program in Peace and Conflict Studies. Of those we met who were in favor some revealed that there was some resistance and the two faculty we tried to contact by phone were indicated as amongst those who had expressed some concerns.

What follows is a more detailed report on our observations according to the assessment guidelines provided by Dr. Hawranik.

**I. Comparisons with related programs with which the reviewers are familiar.**

One of us (Dennis Sandole) has spent the last 23 years helping to found and develop the Institute of Conflict Analysis and Resolution (ICAR) at George Mason University (GMU) one of the premier PhD programs in the field. He feels the proposed PhD program in Peace and Conflict Studies at St. Paul's College, University of Manitoba is well poised to be approved, and to grow and prosper within the city of Winnipeg and the University of Manitoba in Canada especially given the current state of the world.

It is our view that the proposed PhD program in Peace and Conflict Studies is starting off on a firmer footing with both external and internal funding and support than ICAR had when it began. Although ICAR has evolved into one of the premier PhD and MS programs in the field that was not obvious when it started in 1981. For example, during the first 6 years of ICAR's existence everyone was part time with Dr. Sandole having a joint appointment in GMU's Department of Public Affairs. Currently, ICAR has 16 faculty (of which 4 are endowed chairs), 7 visiting fellows, 107 PhD students (of which 58 are ABD), and 159 MS students enrolled in its graduate programs.

By contrast with ICAR's early years the proposed new PhD program in Peace and Conflict Studies at St. Paul's College, University of Manitoba has started off with a much firmer footing with outside support that allowed two outstanding members of the field to be brought to the University of Manitoba. Drs. Sean Byrne and Jessica Senehi are able to

devote full time to the development of the PhD program in Peace and Conflict Studies. It is our view, given the nature of the times (e.g., September 11 2001, war in Iraq, AIDS, globalization) that such a program as proposed at St. Paul's College at the University of Manitoba would become the first PhD program of its kind in Canada; this program is destined to grow from local demand and elsewhere in Canada and throughout the world. In addition, the Arthur V. Mauro Centre at St. Paul's College, University of Manitoba and Menno Simons College at the University of Winnipeg have finalized the Letter of Intent to submit to COPSE a proposal for a joint interdisciplinary masters program in Peace and Conflict Studies that would be a unique joint Masters program in the field.

The proposed PhD program in Peace and Conflict Studies is an excellent complement to other graduate programs offered in Canada. As the first PhD of its kind in the country it will draw its students from a variety of professional backgrounds (e.g., mediators, lawyers, NGO activists, teachers, journalists, police officers, military, civil servants, etc). The program at Royal Roads University (RRU) is almost 10 years old and had to undergo several changes before it reached the status it now has. Canada's own Dr. Ronald Fisher, currently professor at American University in Washington DC, played an important role in the design and implementation of the masters in Conflict Analysis and Management (MACAM) at RRU. This program will presumably be one of the feeders to the proposed PhD in Peace and Conflict Studies at the University of Manitoba as well as other graduate programs in the field elsewhere in Canada (University of Victoria, University of British Columbia, Conrad Grebel College, University of Waterloo, St Paul's University and the University of Ottawa, Laval University). In addition, Drs Sean Byrne and Jessica Senehi are devoted full time to the development of the program. Similar to the position of core faculty at RRU who have full-time teaching and administrative tasks the personnel that will be delivering the core courses for the Peace and Conflict Studies PhD program have a similar set of challenges. Lastly, like the MACAM program at RRU the proposed PhD is geared towards a variety of students and learners and will play a crucial role in the enhancement of Canada's role as a peacekeeper, peacemaker, and peacebuilder, which is unique in North America.

## **II. Demand for graduates with the proposed credential**

The foregoing discussion comparing the proposed PhD program at the University of Manitoba to similar programs leads naturally to a discussion of demand for graduates with the proposed degree. Winnipeg is unique for a variety of reasons one of which is it may very well have the world's largest undergraduate program in Peace and Conflict Studies at Menno Simons College at the University of Winnipeg. Discussions with Dr. Dean Peachey and his colleagues at Menno Simons College indicate that this fall over 500 students are enrolled in the introductory courses in Peace and Conflict Studies. In addition more than 700 students at Menno Simons College at the University of Winnipeg take courses in Peace and Conflict Studies. In addition, Dr Peachey and Drs Byrne and Senehi, amongst others, are finalizing a Letter of Intent for creating a joint shared Masters program in Peace and Conflict Studies with a focus on the Aboriginal community and indigenous approaches to peacemaking that are cutting edge. We have in the city of Winnipeg a synergy (Canadian museum for Human Rights) probably never before seen on the North American continent; on the one hand we have one of the

world's best known and largest undergraduate programs at Menno Simons College, University of Winnipeg with literally hundreds of students interested in the field. On the other hand, we have a proposal for a new PhD program in Peace and Conflict Studies at the University of Manitoba as the first of its kind in Canada and in between, we have a joint masters shared between Menno Simons College/University of Winnipeg and the University of Manitoba. We foresee amongst the hundreds of undergraduates enrolled at Menno Simons College significant local demand for the joint masters and from those graduates demand for the PhD in Peace and Conflict Studies at the University of Manitoba. Then from the graduates from the PhD at the University of Manitoba, potential new instructors will be available for hire by Menno Simons College to service the growing undergraduate program. In other words, just in terms of the city of Winnipeg the implications of a win-win strategy between two local universities are far reaching for the growth of both programs and the joint masters program in between.

Moving beyond Winnipeg as Canada's only PhD program in Peace and Conflict Studies, demand from Canadians elsewhere in the country and indeed from the US where there are only two such PhD programs at present promises to be intense over time. The proposed PhD program will also be an attractive option to international students and professionals coming from outside of Canada. Given the war in Iraq and the current global tensions we anticipate that students from the Middle East, Africa, Asia, Europe, and Latin America, who believe that there is another way besides the use of violence, will enroll in this PhD program. They will come to the University of Manitoba to be trained in the knowledge and skills of Peace and Conflict Studies, taking this knowledge back to their countries becoming agents of social change. We envisage bringing students from violent conflict regions such as Chechnya, Sri Lanka, Sudan, Northern Ireland, Israel-Palestine etc through special bursaries and donations from the corporate and private community, for which the local area is famous, to be embedded in the PhD program. This will enhance the mission of the University of Manitoba and the Mauro Centre as bridge builders. The presence of learners from non-western societies will be a great contribution to the pluralistic atmosphere already existing in Winnipeg.

As a corollary, the PhD program would be well served to explore the potential of joint agreements with universities and graduate programs in various regions of the world (for e.g., the Mauro Centre's agreement with the Truman Institute for the Advancement of Peace at the Hebrew University of Jerusalem). One of the reviewers has been the internship coordinator for his program at ICAR and he can envisage sending Drs Sean Byrne and Jessica Senehi and their colleagues, PhD and MSc. interns to work with them in implementing the proposed new PhD program especially as it grows. Coming back to the Canadian example, is the case of a grant at RRU obtained from CIDA to bring 8 students from 6 countries in the Middle East to complete their MA degree in the MACAM program. These students are supposed to create a network for peace in the Middle East whereby they will organize training workshops and offer courses within their respective countries. This CIDA funded program at RRU is a good model for the proposed PhD program. It is a great way of linking the proposed PhD program in Peace and Conflict Studies to its graduates that would also become feeders into the PhD program at the University of Manitoba

Last but not least the important and sizable Aboriginal community in Winnipeg and the Province of Manitoba could become an important constituency for the program. Also, the indigenous and Aboriginal techniques of conflict resolution and peacebuilding will be expanded and could become a concentration in the proposed PhD program.

### **III. Breadth and depth of curriculum**

It is clear to us from a close reading of the documents provided by Dean Hawranik's office that the proposal represents a great deal of thought and effort to respond to various queries raised by faculty and others throughout successive revisions of the document. In its current form the proposal is a powerful statement about a PhD program in Peace and Conflict Studies that is certain to be approved and to grow in response to local, national and international demand. Indeed we were somewhat amazed that the proposal calls for 4 students a year to a maximum of 16 to be accepted into the PhD program. The curriculum and associated courses we have seen suggests a program for many more students than that which we believe will actually be the case over the time. The architects of this proposal have done much more than they had to in designing a program merely at the start up stage. They have vision and a view of dynamic growth over the long run.

The proposed curriculum reflects the multi-cultural nature of Winnipeg and the goals of the proposed PhD program are aptly emphasized in the PhD's curriculum. It has the potential of bringing the community to the university and taking the university out to the various communities that form the rich tapestry of the city of Winnipeg. It also will play an important role in the University's stated objective to reach out to the Aboriginal communities that are one of the key pillars of the Province—the largest Aboriginal community in Canada lives in Winnipeg. The curriculum also integrates the issues of gender, family, children, environment, and reaches out to oppressed, invisible and disempowered communities that are victims of hard economic times and other structural circumstances.

We are impressed that the proposal includes an emphasis on quantitative and qualitative research methodologies as well as the necessity of speaking and reading a foreign language.

### **IV. Excellence of faculty and breadth of expertise**

We would like to complement the University of Manitoba and former Chancellor Arthur Mauro for combining resources and bringing together an outstanding faculty to launch the new program. Dr. Sean Byrne originally from Ireland has helped to create and develop one of two PhD programs in the US, the Department of Conflict Analysis and Resolution (DCAR) at Nova Southeastern University (NSU) over a period of 8 years. Dr. Byrne, a United States Institute of Peace (USIP) research grant recipient, has also conducted research and written widely on ethnic and other conflicts not just in his native Ireland but also worldwide. Through his innovative concept of social cubism he has been one of the few in the field to recognize that complex conflicts involving identity involve more than one cause and certainly more than one discipline. As this is an applied field,

he frequently intervenes in these conflicts as a third party. Hence, his work not only deals with the causes but how to respond to them with effective interventions that capture the complexity: certainly a major plus for someone looking at the local scene in Winnipeg and elsewhere in Canada. Dr. Byrne is one of the most widely published academics and professionals in the applied field of Peace and Conflict Studies in the world, which is no doubt a major reason why Dr. John Stapleton, Rector of St. Paul's College sought Dr. Byrne out and convinced him to come to the University of Manitoba.

This also applies to Dr. Jessica Senehi who like Dr. Byrne has spent considerable time developing one of two major PhD and MS programs in Peace and Conflict Studies in the US--DCAR at NSU. Dr Senehi is one of the few members of the field who focuses on storytelling as a way to unravel, unpack, and reveal underlying complexities in virulent protracted conflict situations. Storytelling and narrative are also used as an intervention to build bridges between communities and Dr. Senehi is a pioneer of this approach in the field with an emphasis on intervention as well as analysis and management. Dr. Senehi is well published and globally renowned in this aspect of the field: the role of storytelling in the analysis and response to complex identity based conflicts. Moreover, Drs Jessica Senehi and Sean Byrne are members of the Research Initiative for the Resolution of Ethnic Conflict (RIREC) at the Joan B Kroc Institute for International Peace at the University of Notre Dame that brings together scholars and practitioners each year to dialog on the analysis and resolution of protracted ethnic conflicts.

Dr. John Perry, a Jesuit priest, compliments Drs Sean Byrne and Jessica Senehi by focusing on the darker side of human nature including torture even in the Catholic church; in effect, exploring what it is that drives people to commit the most atrocious brutal acts against one another. Among his cases have been the "dirty war" in Argentina and the Spanish inquisition.

Regarding faculty who have expressed an interest in working with the proposed PhD program in Peace and Conflict Studies, their backgrounds and credentials are sufficiently strong and impressive to sustain further growth and development in the proposed new degree program.

#### **V. Adequacy of facilities, space, and other resources**

As far as we can tell there is absolutely no problem here especially as the program talks about 4 students a year to a maximum of 16. Even with further growth envisioned in the program the facilities and space seem adequate. This is especially true as we envisage more funding coming from the local community, the Provincial and Federal governments and elsewhere to provide additional resources as the program grows and develops in response to local, national, and international demand. There is one point however, that caught our attention that requires further thought: the library has highlighted the necessity of raising \$30,000 to support building a collection of books, periodicals and other resources relevant to research, teaching and practice in the field.

## VI. Strengths and weaknesses of the proposed PhD program

As already implied, the proposed new PhD in Peace and Conflict Studies will be the first of its kind in Canada, located in a city which for a variety of reasons has supported and nurtured such developments with an existing undergraduate population from which candidates for the new degree would be available. Another strength as already implied is the international reputation and expertise of Drs Sean Byrne and Jessica Senehi who, again, Dr. John Stapleton sought out and convinced to come to the University of Manitoba to launch this unique interdisciplinary, applied PhD program.

The major weakness as we see it is not in the proposal itself, but in the reactions to it and its various versions by some faculty and administrators at the University of Manitoba. According to the one person who we did succeed in reaching by phone, the reasons for opposition to the proposal include that there are only 2 people with expertise in the field leading the effort, Drs Sean Byrne and Jessica Senehi. Hence, there may not be much of a nucleus to sustain the program. In addition, Drs Byrne and Senehi are on contingent appointments for five years. This person also mentioned that the criteria for admissions were "all over the place," indicating no command of a core body of knowledge in the field. Further, he said that the impression among some faculty was that the proposed PhD would be approved because money was driving the process. This particular individual also indicated that he was not opposed to the idea of the PhD and expressed willingness to participate in the implementation of the PhD program in Peace and Conflict Studies.

We do not agree that Drs Sean Byrne, Jessica Senehi and John Perry represent an insufficient critical mass to launch this new PhD program. One of the reviewers involved in the launching of a new PhD program in this field at ICAR was the only faculty involved with the program for the first 6 years of its existence and on a part time basis. We feel that Drs Byrne, Senehi and Perry are more than adequate to launch a new program involving an initial maximum of 16 students over a 4 year period. Together with colleagues in other Departments and Faculties at the University of Manitoba, and Menno Simons College, University of Winnipeg, who have expressed an interest to us over our two days of deliberations, the program should face few hurdles in its first few years of life. Here we would recommend that, after the first few years of the new program's existence, the University of Manitoba and its supporters in the community consider hiring additional faculty to deal with the further growth that we envisage in the development of the PhD program over time.

We fully agree that the lack of tenure for Dr. Sean Byrne and lack of a tenure track status for Drs. Jessica Senehi and John Perry strikes us as being a bit odd. If we were "men from Mars," we would not think that this was a serious proposal if in fact the major players in launching such an innovative interdisciplinary program with implications far beyond Winnipeg did not have security of employment. This is also a perceptual issue for potential PhD students in the new program who may feel that they need to get their dissertations completed while Drs. Byrne, Senehi and Perry are on location. Consequently, we most strongly recommend that Dr. Sean Byrne, who is after all the Director of the Arthur V. Mauro Centre for Peace and Justice and is listed as a full

professor, should be awarded tenure. In addition, Drs. Jessica Senehi and John Perry as assistant professors should be in tenure track positions.

The fundamental rationale for this recommendation we believe is a deep concern for the professional integrity of the program and the personnel carrying it through to success. Moreover, tenure would place Drs Sean Byrne, Jessica Senehi and John Perry on a par with their academic colleagues within other disciplines at the University of Manitoba and their colleagues at similar programs elsewhere in North America and worldwide.

On the issue of "wide ranging criteria of admission," we were somewhat perplexed because this is after all a proposal for a new interdisciplinary PhD program in Peace and Conflict Studies where all the disciplines of the social sciences and humanities and indeed natural sciences apply. Hence, it is quite conceivable to us that among applicants for admission to the new program there will be applicants with degrees in social work, education, law, native studies, business, literature, anthropology, economics, sociology, psychology and other disciplines. Conflict is about behavior in all its dimensions and dealing with it and responding to it effectively involves these and other disciplines. Here we close on a note of personal concern. We have the impression from the opposition to the new PhD program in Peace and Conflict Studies that was conveyed to us initially second hand that it came from people who have a personal problem with opening up their vistas to share their disciplines with others in interdisciplinary cooperative ventures. We therefore most strongly recommend that the University of Manitoba propose and create a mechanism to deal effectively and honestly with future interdisciplinary proposals so that the entrenched opposition apparently generated by this process is not repeated in the future.

Amongst other recommendations we propose:

- (1) tightening up the language requirement so that it is oral and written.
- (2) putting together an international advisory board comprising members from various academic fields in Canada and elsewhere to provide guidance on the academic content of the program, goals, academic research and practice, and linkages globally with the Canadian government, NGOs, diplomats, senior military commanders, and international organizations. We are thinking of distinguished Canadian persons such as Louise Arbour, Lloyd Axworthy, General Romeo Dallaire, Maurice Strong, and Carol Off etc.
- (3) after approval to convene a meeting of other Peace and Conflict Studies Masters programs in Canada and select programs in the US to let them know what the proposed PhD in Peace and Conflict Studies is all about to facilitate networking, cross-fertilization, marketing, recruitment, and sharing of best practices.
- (4) The Mauro Centre should also consider creating a Canadian journal of Peace and Conflict Studies to act as a repository of the research efforts of faculty and students in Peace and Conflict Studies programs in Canada, and globally; and,



(5) We encourage the Mauro Centre to endow Chairs in Peace and Conflict Studies that would bring renowned senior scholars and practitioners in the field to the University of Manitoba, attracting students and other donors to the program and the Centre.

In view of the above, we **strongly endorse** the establishment of the proposed, much needed PhD program in Peace and Conflict Studies at the University of Manitoba: an idea whose time has definitely come.

We close by thanking all of the faculty, Heads of Departments, Deans, administrators, and others who made themselves available to meet with us during our two days at the University, and for making us feel very welcome.

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George Irani, PhD

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Dennis Sandole, PhD

Date: October 2, 2004  
 To: Dr. Pamela Hawranik, Associate Dean, Faculty of Graduate Studies  
 From: Dr. Sean Byrne, Director, Mauro Centre  
 Dr. Jessica Senchi, Associate Director, Mauro Centre  
 Re: Report of External Reviewers in regards to the  
 Proposed Ph.D. Program in Peace and Conflict Studies

Thank you for sending the report prepared by the external reviewers of the proposed Ph.D. Program in Peace and Conflict Studies. We are pleased that the external reviewers were enthusiastic about the establishment of this program and its potential for success, especially as the reviewers are so well established in this field. Importantly, we want to thank the Faculty of Graduate Studies, and the more than 30 persons who visited with the reviewers when they were at the University of Manitoba.

It seems appropriate that we are writing this memo on October 2, the anniversary of Gandhi's birth, a leading philosopher of peace and agent of positive nonviolent social change!

This letter contains our response to some of the issues raised by the reviewers.

(1) Library resources (See page 5, last paragraph): "the Library has highlighted the necessity of raising \$30,000 to support building a collection of books, periodicals, and other resources, relevant to research, teaching and practice in the field."

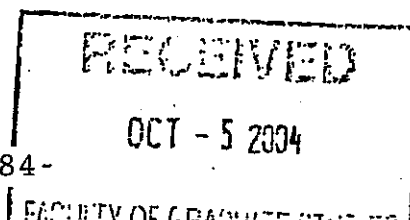
This concern has been duly noted. We recognize that the Libraries also need \$214 per year to maintain the journal collection in peace and conflict studies.

To meet these needs St. Paul's College has allocated \$15,000 for the book fund for the academic year 2004-2005, and another \$15,000 for the academic year, 2005-2006. Additionally, the Emma Shay Memorial Book fund of St. Paul's College will cover this yearly expense of maintaining the journal collection. We have revised the proposal (See page 30) to indicate this.

(2) Language requirement (See page 7, third paragraph): "tightening up the language requirement so that it is oral and written."

We understand the reviewers' rationale that students should have oral and written competency in addition to reading competency in a foreign language. We strongly recommend that students develop oral and written competence in a second language and work with the advisory committee to promote these competencies (See page 18). However we are not ready to recommend a change in the proposed supplemental regulations at this time. The advisory committee will work with each student to evaluate her or his oral and written competency in a second language depending on the nature of that student's research. The PACS committee will revisit the process in a couple of years when a few students have graduated from the program.

- more -



(3) Re: Lack of tenure for Dr. Byrne, and lack of tenure-track status for Dr. Senehi and Dr. Perry (See page 6, last paragraph).

We note the recommendations. However, the approval of the proposed Ph.D. Program should not be contingent on this issue. This point might be more appropriately addressed by the Vice President (Academic) and Provost.

(4) Need for a mechanism to facilitate interdisciplinary programs at the University of Manitoba (See page 7, second paragraph).

The reviewers proposed the establishment of a mechanism to facilitate the development of and administering of interdisciplinary programs at the University of Manitoba. This point might be more appropriately addressed by the Faculty of Graduate Studies and the Office of the President.

(5) "Finalized" Letter of Intent with Menno Simons College (See page 2, first and third paragraphs).

A more accurate interpretation of our relationship with Menno Simons College is that we have begun discussions with a view to develop a Letter of Intent for a joint master's degree program in peace and conflict studies. However, currently, nothing is finalized.

(6) Recommendations 2-5: to put together an international advisory board, to convene a meeting of representatives of fellow peace and conflict studies program in Canada and the U.S., to establish a Canadian journal of peace and conflict studies, and to endow chairs in the area of peace and conflicts studies (See page 7).

These are excellent ideas, and we will give serious consideration to their implementation. However, it is our view that the approval of the program should not be contingent on these recommendations.

In light of the reviewers' report, we are making some modest changes to the proposal. We recommend that the proposed Ph.D. Program in Peace and Conflict Studies be approved by the Faculty of Graduate Studies.

cc: Dr. John Stapleton, Rector, St. Paul's College

February 7, 2005

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a Ph.D. program in Peace and Conflict Studies in the Mauro Centre for Peace and Justice St. Paul's College**

Preamble

1. The terms of reference of the Senate planning and priorities committee (SPPC) are found in the Senate Handbook section 8.32, wherein as SPPC is charged in making recommendations to Senate regarding proposed academic programs.
2. The Faculty of Graduate Studies proposes to introduce a Ph.D. program in Peace and Conflict Studies, to be offered by the Mauro Centre for Peace and Justice, St. Paul's College.

Observations

1. The proposed Ph.D. program in Peace and Conflict Studies will provide an opportunity for advanced interdisciplinary study, research, and practice in conflict analysis and resolution. With Senate approval, the proposed program at the University of Manitoba will be the first such program in Canada at the doctoral level. The program is expected to meet a growing need for expertise and human resources in governmental as well as national and international nongovernmental aid or advocacy organizations; that need is already salient to military personnel involved in peacekeeping or peace-building activities, and to students at many other universities in Canada and abroad that currently offer undergraduate or Master's but not doctoral-level training in this area.
2. The Ph.D. program will build on a firm foundation of knowledge and skills developed during required Master studies in Peace and Conflict Studies or related fields. Specifically, the program will require 24 credit hours of coursework, including 12 credit hours of core courses at the 700 level, 6 credit hours of methodology courses, 6 credit hours of courses in cognate disciplines, plus reading proficiency in a non-English language, a candidacy exam, thesis proposal, and thesis. Cognate disciplines are proposed to initially include Anthropology, Economics, Education, Environment, Earth, and Resources, Family Social Sciences, Business Administration, Native Studies, Political Studies, Social Work, and Sociology.
3. In total, 7 new 3-credit hour courses are proposed: xxx.7aa interpersonal communication, problem solving and trust building, xxx.7bb theories of conflict and conflict resolution, xxx.7cc intercultural conflict resolution in peace Building, xxx.7dd violence intervention prevention, xxx.7ee international conflict resolution in peace Building, xxx.7ff special topics in peace and conflict studies, and xxx.7gg special topics in peace and conflict studies. International exchange is strongly encouraged in the proposed program and further supported by a

\$160,000 grant from Human Resources and Skills Development Canada to support student exchanges between the University of Manitoba and partnering institutions in Mexico and the United States. With permission, courses can also be taken from the Hebrew University of Jerusalem, a partnering institution with the Mauro Centre for Peace and Justice.

4. With regard to physical space requirements, St. Paul's College is providing recently renovated office space, classroom space, study carrels, and computer access. Physical space is thus adequate for the needs of the proposed program.
5. According to the Library's assessment, approximately \$30,000 in one-time funds are required to develop a collection in peace and conflict studies, plus \$214 per annum ongoing to support journal acquisitions. These funds will be provided over the first two years by the St. Paul's College operating budget and thereafter from available endowment funds.
6. The Mauro Centre's academic staff currently consists of three positions: the Director, at the Professor rank; the Associate Director at the Associate Professor rank; and an Assistant Professor. All three are contingent, five-year renewable appointments, sustained by the Mauro Foundation's endowment, St. Paul's College, and transitional university funding. External reviewers have stated, and SPPC concurs, that it is desirable for these positions, particularly those of the director and associate director, to be tenured or probationary positions. SPPC also understands that it is the University Administration's intention to regularize these contingent positions as soon as practicable. Fundraising on behalf of the Mauro Centre has resulted in approximately \$2.75 million that can effectively guarantee the support of these positions in the interim. Beyond the core academic staff, many faculty members across the university who are conducting research and offering courses in related areas have indicated their willingness to serve as advisory committee members and, subject to the support of their Deans and Department Heads, to offer space in their courses to students in the proposed program. Funding for one full-time administrative support staff position is being sought through a request to the Council on Post-secondary Education, at an annual cost of \$45,000.
7. This new graduate program, like any other, will place increasing demands on extremely limited resources for graduate student support. However, a variety of other sources of student support have been identified for students in this area, such as the Rotary Foundation, the Monsignor Normand J. Chartrand P.A., J. C. L. Scholarship, and the Prince El Hassan bin Talal Graduate Fellowship in Peace and Justice Studies, among others.
8. Proponents of the program expect to admit 4 students in the first year, and in each year thereafter, until the maximum enrollment of 16 students at one time is reached.

9. An external review of the proposed doctoral program in Peace and Conflict Studies was prepared by Dr. George Irani of Royal Roads University and Dr. Dennis Sandole of George Mason University. Having noted the desirability of tenured or tenure-track appointments for the core academic staff, the external reviewers strongly endorsed the proposed program, which they described as a "much-needed Ph.D. program ... at the University of Manitoba." The program proposal incorporates the external reviewers' other specific recommendations.
10. Having been invited back to SPPC to address the interdisciplinary focus of the program, the program proponents gave assurances to the Committee of their intention to continue to pursue research and teaching partnerships with related disciplines across campus.

### Recommendations

The Senate Planning and Priorities Committee recommends that:

Senate approve and recommend the Board of Governors approve the proposed Ph.D. program in Peace and Conflict Studies as proposed by the Faculty of Graduate Studies; and,

The program not be implemented until the Vice-President (Academic) and Provost is satisfied that sufficient resources are in place to support the operation of the program.

Respectfully submitted,

Norman Hunter, Chair, Senate planning and priorities committee

/jml