

Senate  
Senate Chamber  
Room 245 Engineering Building  
WEDNESDAY, May 18, 2005  
1:30 p.m.  
Regrets call 474-6892

## **AGENDA**

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

#### **1. Report of the Senate Committee on Honorary Degrees**

This report will be distributed to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting in the Office of the University Secretary, Room 312 Administration Building.

### **II CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES - MAY 2004**

Page 17

This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

### **III REPORT ON MEDALS AND PRIZES TO BE AWARDED AT THE MAY CONVOCATION**

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

### **IV ELECTION OF SENATE REPRESENTATIVES**

#### **1. To the Board of Governors**

Page 18

#### **2. To the Senate Executive Committee**

Page 20

#### **3. Election of a Student Member to the Senate Executive Committee**

Page 22

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

#### **1. Report of the Senate Committee On Curriculum and Course Changes Re: Minor Course and Curriculum Changes**

Page 23

### **VI MATTERS FORWARDED FOR INFORMATION**

#### **1. In Memoriam Dean Emeritus John W. Neilson**

Page 38

#### **2. Report of the Senate Committee on Awards**

Page 39

3.	<u>Student Advocacy Annual Report</u>	Page 49
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4. Annual Reports of Standing Committees of Senate

a)	<u>Academic Computing</u>	Page 55
b)	<u>Academic Dress</u>	Page 56
c)	<u>Academic Freedom</u>	Page 57
d)	<u>Academic Review</u>	Page 58
e)	<u>Admissions</u>	Page 59
f)	<u>Admission Appeals</u>	Page 61
g)	<u>Animal Care</u>	Page 62
h)	<u>Appeals</u>	Page 64
i)	<u>Approved Teaching Centres</u>	Page 65
j)	<u>Awards</u>	Page 66
k)	<u>Calendar</u>	Page 68
l)	<u>Curriculum and Course Changes</u>	Page 69
m)	<u>Ethics of Research Involving Human Subjects</u>	Page 71
n)	<u>Honorary Degrees</u>	Page 72
o)	<u>Instruction and Evaluation</u>	Page 73
p)	<u>Medical Qualifications</u>	Page 74
q)	<u>Nominations</u>	Page 75
r)	<u>Planning and Priorities</u>	Page 76
s)	<u>Rules and Procedures</u>	Page 78
t)	<u>University Research</u>	Page 79

VII REPORT OF THE PRESIDENT

VIII 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.

IX CONSIDERATION OF THE MINUTES  
OF THE MEETING OF APRIL 6, 2005

X BUSINESS ARISING FROM THE MINUTES

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

1.	<u>Report of the Senate Executive Committee</u>	Page 83
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2.	<u>Report of the Senate Planning and Priorities Committee</u>
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a) The Chair will make an oral report of the Committee's activities.

b)	<u>Proposed site location: Aboriginal Student Centre</u>	Page 85
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- c) **Proposed site location: Visitors Centre (with facilities for Public Affairs, Security Services, and Parking Services)** Page 88
- d) **Proposed site location: English Language Centre and Physical Plant Expansion** Page 91
- e) **Proposed site location: Parking Structure on the Bannaytne Campus** Page 94

## **XII REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS**

1. **Report of the Faculty of Graduate Studies on graduate program modifications - Ph.D. in Social Work** Page 97
  - a) **Report of the Senate Planning and Priorities Committee** Page 113
2. **Report of the Faculty of Graduate Studies on graduate program proposals - Master of Science in Environment and Geography** Page 115
  - a) **Report of the Senate Planning and Priorities Committee** Page 134
  - b) **Comments of the Senate Executive Committee** Page 137
3. **Report of the Senate Committee on Instruction and Evaluation re: use of electronic Devices in examinations** Page 138
4. **Report of the Senate Committee on Admissions-**
  - a) **Re: Asper School of Business transfer credit for courses in the Certified General Accountants Program** Page 140
  - b) **Re: Bachelor of Recreation Management and Community Development (BRMCD) Program admission policy changes** Page 142
  - c) **Re: Grade equivalency table for transferable Advanced Placement Courses** Page 143

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|----|--|-----------------|
| 5. | <b>Proposal of University 1 for<br/><u>Option 4 entry to University 1</u></b>  | <b>Page 145</b> |
| a) | <b><u>Report of the Senate Committee on Admissions</u></b>                     | <b>Page 157</b> |
| b) | <b>Report of the Senate Committee<br/><u>on Instruction and Evaluation</u></b> | <b>Page 159</b> |

### **XIII ADDITIONAL BUSINESS**

Please Call Regrets to 474-6892.

## **CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES**

### **1. Degrees Notwithstanding a Deficiency**

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

**Deans and Directors** should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

### **2. Report of the Senate Committee on Appeals**

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

### **3. List of Graduands**

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Director of Student Records up to May 20, 2005.

## **Election of Senate Representatives to the Board of Governors**

### **General**

Section 11.2 of the *Senate Handbook* outlines the procedures to be followed for the election of members of Senate to the Board of Governors. Among the more important procedures are the procedures governing nominations, the means of balloting, and the procedures to be followed in the event of a tie vote.

Special attention is directed to Clause 11.2.3, which reads in part "...If the person nominated is not present, the nominator must state that the person nominated has consented to the nomination."

### **Election of Senate Representatives to the Board of Governors**

1. The following resolution was approved by Senate on June 4, 1997: *"That Senate rescind its resolution of March 9, 1976 reserving one of its seats on the Board of Governors for a student Senator".*
2. The following resolution was approved by Senate on June 4, 1997: *"That in the future, as openings occur, Senate assure itself that at least one of the three individuals who represent it on the Board of Governors has no administrative responsibilities greater than those of department head at the time of election".*
3. Members-at-large

According to Section 27(4) of *The University of Manitoba Act* (the "Act"), a member of Senate elected by a faculty or school council who has been subsequently elected by Senate to the Board and whose term of office on Senate expires before his or her term of office on the Board, shall be appointed by Senate to be a member-at-large of Senate for the remainder of his or her term on the Board unless re-elected to Senate.

4. Students and *Ex Officio* Members

Students and *ex officio* members who are elected to represent Senate on the Board of Governors, but whose membership on Senate expires prior to their membership on the Board are dealt with under the terms of the Act (Section 10(2)).

Pursuant to Section 10(2) of the Act, the Senate Executive Committee shall bring to Senate a motion to grant assessor status on Senate for the remaining portion of a student or *ex officio* member of Senate who was elected to represent Senate on the Board of Governors and whose term on Senate has expired prior to the person's term on the Board. Should such a motion fail, a motion to terminate the membership on the Board of Governors as a Senate representative shall be adopted.

5. Present Senate representatives on the Board:

Professor H. W. Duckworth (Science)	2005
Professor J. Cooper (Medicine)	2006
Professor J. Hoskins (St. John's College)	2007

6. Not eligible for election are: the Chancellor; the President; and the Board representative on Senate, Mr. Stini Reddy.
7. Terms of Senate representatives on the Board are normally for three years.

#### **Procedures**

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

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### **Election of Senate Representatives to the Senate Executive Committee**

1. One representative is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to be elected for a three-year term (June 1, 2005 - May 31, 2008) to replace Dean D. Witty, whose term of office ends on May 31, 2005.

(1) Eligible for election are:

- (a) Vice-Presidents: E. Goldie, J. Keselman, D. McCallum
- (b) Deans: M. Trevan, D. Witty, R. Sigurdson, J. de Vries, J. Wiens, D. Ruth, G. Sevenhuysen, H. Secter, G. Feltham, D. Sandham, D. Lonis, D. Collins, D. Hrycaiko, M. Whitmore, R. Mulally, and A. Percival
- (c) Director: C. Rabinovitch

(2) Presently serving:

Dean D. Witty (Architecture)	2005
Dean D. Lonis (Music)	2006
Dean L. King (Environment, Earth, and Resources)	2007

(3) Procedures:

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

2. Three Senators elected by faculty/school councils need to be elected for three-year terms (June 1, 2005 - May 31, 2008), to replace Professors Cooper, Owens, and Sparling, whose terms on the Executive Committee expire on May 31, 2005.

One Senator elected by faculty/school councils needs to be elected for a two-year term (June 1, 2005 - May 31, 2007) to replace Professor G. N. Ramu who did not seek to be re-elected to Senate.



(1) Presently serving:

Professor J. Cooper (Medicine)	2005
Professor J. Owens (Arts)	2005
Professor R. Sparling (Science)	2005
Professor K. Coombs (Medicine)	2006
Professor P. King (Science)	2006
Professor K. MacKay (Physical Education)	2006
Professor J. Page (Science)	2007
Professor G.N. Ramu (Arts)	2007

(2) Procedures:

- (a) Nominations for the positions shall be received from the floor.
- (b) Senators shall vote for no more than four candidates on the ballot provided.
- (c) The three candidates receiving the largest number of votes shall be elected for three-year terms, and the candidate receiving the next highest number of votes shall be elected for the two-year term.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

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S: Governance/Senate/ExecutiveElection2005

## **Procedures for the Election of a Student Member to the Senate Executive Committee**

### **Observations**

1. The composition of the Executive Committee makes provision for one student member and three student assessors. The President of UMSU serves in an *ex-officio* capacity as one of the three assessors as does the President of the GSA.
2. The terms of the student member and the student assessor named by the Student Senate Caucus are of one-year duration, from April 1 to March 31 of the following year. The terms of the UMSU President and the GSA are from May 1 to April 30 of the following year.

### **Recommendations**

1. That a caucus of student Senators, to be convened by the President of UMSU, prepare for presentation to the May meeting of Senate, a slate of candidates for the election of a student member to the Senate Executive Committee.
2. That the caucus of student senators name one of its members as an assessor to the Senate Executive Committee and advise Senate of the person so chosen.

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April 8, 2005

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

**Preamble**

The Senate Committee on Curriculum and Course Changes (SCCCC) met on March 9, 2005 to consider course and curriculum changes from faculties and schools.

**Observations**

1. **General**

In keeping with past practice most changes for departments totaling less than ten credit hours are forwarded to Senate for concurrence without debate. This is in accordance with the Senate's recommendation approved 3 July 1973 that course changes would cease to go to the SPPC when the resource implications are intra-faculty. Deans and directors are to assess the resource implications to the respective units when course changes are proposed. Major changes in existing programs are to be referred to the SPPC for assessment of resource implications.

2. **Agricultural and Food Sciences**

The Faculty is proposing that the current work experience program be reconfigured from two, eight month terms (totaling 16 months) to three, four month terms (for a total of 12 months). This would allow students to graduate in a more timely fashion, potentially in four and a half years rather than the current five years. With each work term receiving one credit hour, the total work experience would equal three credit hours, the equivalent of a half-course. Accordingly, the Faculty recommends the deletion of **065.452 Agriculture Cooperative Education Work Term 1**, and **065.453 Agriculture Cooperative Education Work Term 2**, and the introduction of **065.4XX Agriculture Cooperative Education Work Term 1**, **065.4XY Agriculture Cooperative Education Work Term 2**, and **065.4XZ Agriculture Cooperative Education Work Term 3**.

The current diploma cooperative education work experience runs five and a half months which is the time off between terms. The faculty recommends that this work term be shortened to five months to allow students a short break between studying and working. In addition, an increase in credit hours for the work term from 1 to 2 would better reflect the diploma system where most courses are four credit hours. Accordingly, the Faculty recommends the deletion of course **065.067 Agriculture Cooperative Education Work Term**, and the introduction of course **065.0XX Agriculture Cooperative Education Work Term**, a cooperative education work term of five months duration with a value of two credit hours.

The Faculty also recommends that the course **065.070 Environmental Farm Plans and On-Farm Food Safety** be included as a required course for all Agriculture Diploma students entering the program as of September, 2005, and that **040.042 Soil Productivity and Land Use** be added to the required courses for the Agriculture Finance Option in the Agriculture Diploma Program.

3. **Architecture**

**Environmental Design**

In light of the recent changes to the system by which courses will be designated, the Faculty is

proposing that courses **079.368 Design Studio 5** and **079.369 Design Studio 6** be deleted and each be replaced with three courses, one for each stream of the undergraduate program. At the present time, each course has three sections, one for each stream. The new courses would be **EVAR 3XXX**, **EVLA 3YYY**, **EVIE 3ZZZ**, **EVAR 3TTT**, **EVLA 3UUU**, and **EVIE 3VVV**.

The Faculty is also proposing the formal deletion of courses **079.310 Environmental Ecology**, **079.318 History of Landscape Architecture**, and **079.313 Introduction to Site Planning**.

4. **Arts**

The Student Records Office brought to the attention of the Faculty that a number of courses were on the system and had not been offered in a number of years. The Faculty proposes to formally delete them prior to the implementation of the new Student Information System. Accordingly, a number of courses are proposed for deletion from Classics, Economics, English, French, Spanish and Italian, German, Interdisciplinary, Near Eastern and Judaic Studies, Philosophy, Psychology, Religion, Slavic Studies and Sociology.

The Faculty is also proposing the introduction of **160.2YY Field Studies in Catholic Culture** in the Catholic Studies program. The Faculty also proposes that the list of approved courses in Catholic Studies be modified to include 160.2YY.

5. **Education**

The Faculty of Education is proposing the introduction of course **132.5XX Mentoring for Teachers**, a course to be offered as part of the Post-Baccalaureate Diploma in Education program.

6. **Human Ecology**

In an effort to have the course title more accurately reflect course content and to add a laboratory component to the course, **030.329 Cultural and Psychological Influences in Food Patterns** is proposed for deletion, with the introduction of **030.3XX Culture and Food Patterns**.

7. **Management - I.H. Asper School of Business**

In light of the creation of the Department of Supply Chain Management, the Faculty is proposing that course **027.501** be deleted and replaced with **164.5XX**.

8. **School of Medical Rehabilitation**

The School is proposing that course **169.330 Seminars in Respiratory Care** be modified by changing it from a pass/fail to a graded course as the course is comprised of a series of student presentations, written reports, seminars and tutorials that are graded.

9. **Medicine**

The Student Records Office brought to the attention of the Faculty that a number of courses were on the system and had not been offered in many of years. The Faculty proposes to formally delete them prior to the implementation of the new Student Information System.

10. **Physical Education and Recreation Studies**

In an effort to reflect changes in the field of outdoor education, the growth of research in nature-based tourism and to place outdoor recreation within the context of sustainable tourism, the Faculty is proposing the deletion of **123.330 Nature-Based Outdoor Recreation/Education** and **123.430 Nature-Based Outdoor Recreation/Education 2** and the introduction of **123.3XX Foundations of Sustainable Nature-Based Tourism and Outdoor Education** and **123.4XX Sustainable Nature-Based Tourism Planning, Management and Research**.

The Faculty proposes the deletion of **123.404 Community Organization and the Leisure Service Delivery System**, and the introduction of **123.4XY Community Development and Leisure Service Delivery System**. It is the Faculty's aim that the proposed title better interprets the evolving nature of the course content and reflects the shift of emphasis in the field of Leisure Services from a focus on community organizing to a more comprehensive and appropriate focus on the concept of community development.

The Faculty is also proposing delete course **057.323 Sport Massage Techniques**, and introduce course **057.2XX Basic Massage Techniques**, as the Faculty feels the proposed course title better reflects the content and skills covered in the course.

11. **Science**

**Computer Science**

As part of a curriculum revision, the department is proposing a modification of the prerequisites in course 074.127 Introductory Computer Usage 2 and 074.127F Introduction aux services informatiques modernes 2.

**Statistics**

In order to remove unnecessary restrictions for students who transfer credits from Engineering, the department is proposing the modification of courses 005.200 Basic Statistical Analysis, 005.200F Analyse statistique de base 2 and 005.222 Contemporary Statistics for Engineers.

**Zoology**

To accommodate the research expertise and interests of a new faculty member the department is proposing the introduction of **022.4AA Marine Biodiversity**.

12. **Undergraduate Timetable 2005-2006**

The timetable outlines deadlines for the submission of undergraduate program, curriculum and course changes.

The Committee would note to all those who prepare course submissions that, effective in September 2005, all course change submissions should refer to courses by their new designation in the "ABCD 1200" format.

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

1. That the undergraduate timetable for 2005-2006 be approved by Senate;

2. That curriculum and course changes from the units listed below be approved by Senate:

Faculty of Agricultural and Food Sciences  
Faculty of Architecture  
Faculty of Arts  
Faculty of Education  
Faculty of Human Ecology  
Faculty of Management  
School of Medical Rehabilitation  
Faculty of Medicine  
Faculty of Physical Education and Recreation Studies  
Faculty of Science

Respectfully submitted,

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

Terms of Reference: *Senate Handbook*, section 8.21

/jml

**Faculty of Agricultural and Food Sciences**

Courses to be deleted:

065.452 Agriculture Cooperative Education Work Term 1 -1  
065.453 Agriculture Cooperative Education Work Term 2 -1  
065.067 Agriculture Cooperative Education Work Term -1

Courses to be introduced:

065.4XX Agriculture Cooperative Education Work Term 1 +1  
Special 4 month work assignment in business, industry, government or research for cooperative education students. Requires submission of a written report covering the work completed during the four month professional assignment.

065.4XY Agriculture Cooperative Education Work Term 2 +1  
Special 4 month work assignment in business, industry, government or research for cooperative education students. Requires submission of a written report covering the work completed during the four month professional assignment

065.4XZ Agriculture Cooperative Education Work Term 1 +1  
Special 4 month work assignment in business, industry, government or research for cooperative education students. Requires submission of a written report covering the work completed during the four month professional assignment.

065.0XX Agriculture Cooperative Education Work Term +2  
Special 5 month work assignment in business, industry, government or research for cooperative education students in the diploma program. Requires submission of a written report covering the work completed during the four month professional assignment

Course 065.070 Environmental Farm Plans and On-Farm Food Safety is added as a required course for

all Agriculture Diploma students entering the program as of September, 2005. Course 040.042 Soil Productivity and Land Use is added to the required courses for the Agricultural Finance Option in the Agriculture Diploma Program.

NET CHANGE IN CREDIT HOURS: +2

### **Faculty of Architecture**

Courses to be deleted:

079.368	Design Studio 5	-6
079.369	Design Studio 6	-6
079.310	Environmental Ecology	-3
079.318	History of Landscape Architecture in the 19th and 20th Centuries	-3
079.313	Introduction to Site Planning	-3

Courses to be introduced:

EVAR 3XXX Design Studio 5 +6 (6-0:0-0)

Studies in the principles, vocabularies and methods of approach to architecture and environmental design. Studio work with specific projects to exercise the analytical, the conceptual and the developmental stages of design. Prerequisite: 079.264

EVLA 3YYY Design Studio 5 +6 (6-0:0-0)

Studies in the principles, vocabularies and methods of approach to landscape architectural and environmental design. Studio work with specific projects to exercise the analytical, the conceptual and developmental stages of design. Prerequisite: 079.264. Co-requisite: 070.375, 079.321, 079.322 and 079.324.

EVIE 3ZZZ Design Studio 5 +6 (6-0:0-0)

Studio projects, which explore and elaborate systems of meaning in interior placemaking in the private realm; developing strategies and processes in the design of the Interior environment Prerequisite: 070.264.

EVAR 3TTT Design Studio 6 +6 (0-0:6-0)

Continuing studies in the principles, vocabularies and methods of approach to architectural and environmental design. Studio work with specific projects to exercise the analytical, conceptual and developmental stages of design. Prerequisite: 079.368.

EVLA 3UUU Design Studio 6 +6 (0-0:6-0)

Studies in the principles, vocabularies and methods of approach to landscape architectural and environmental design. Studio work with specific projects to exercise the analytical, conceptual and developmental stages of design. Pre-requisite: 079.368, 079.375, 079.322, 079.324. Co-requisite: 079.321.

EVIE 3VVV Design Studio 6 +6 (0-0:6-0)

Studio projects, which explore and elaborate systems of meaning In interior placemaking in the public realm; developing strategies and processes in the design of transitional interior environments. Prerequisite: 079.368.

NET CHANGE IN CREDIT HOURS: -9

### **Faculty of Arts**

### **Classics**

Courses to be deleted:

003.092, 003.093, 003.122, 003.123, 003.125, 003.126, 003.222, 003.223, 003.224, 003.225, 003.226, 003.227, 003.228, 003.235, 003.236, 003.245, 003.331, 003.332, 003.333, 003.334, 003.338, 003.339, 003.344, 003.346, 003.347, 003.348, 003.351, 003.352

### **Economics**

Courses to be deleted:

018.132, 018.133, 018.220, 018.224

### **English**

Course to be deleted: 004.223

### **French, Spanish and Italian**

Courses to be deleted:

044.093, 044.101, 044.201, 044.202, 044.203, 044.204, 044.206, 044.224, 044.226, 044.227, 044.229, 044.230, 044.232, 044.249, 044.250, 044.301, 044.308, 044.309, 044.334, 044.336, 044.337, 044.338, 044.339, 044.340, 044.345, 044.361, 044.363, 044.364, 044.375, 044.401, 044.420, 044.421, 044.443, 044.446, 044.447, 044.450, 044.453, 044.454

### **German**

Courses to be deleted:

008.220, 008.227, 008.330, 008.447, 008.452, 008.454, 008.455, 008.458, 008.459, 008.460, 008.462, 008.463

### **Interdisciplinary**

Courses to be deleted:

099.123, 099.331, 099.339, 099.391, 099.392, 099.393,

### **Near Eastern and Judaic Studies**

Courses to be deleted:

055.330, 055.331, 055.332, 055.334, 055.335

### **Philosophy**

Courses to be deleted:

015.223, 015.228, 015.244, 015.248, 015.253, 015.255, 015.336,

### **Psychology**



Courses to be deleted:

017.228, 017.312, 017.364

**Religion**

Courses to be deleted:

020.339, 020.346

**Slavic Studies**

052.126, 052.339, 052.446

**Sociology**

077.334, 077.343, 077.344, 077.348, 077.349,

**Catholic Studies**

Course to be introduced:

160.2YY      Field Studies in Catholic Culture      +6

Offered as part of the Summer Session, this course consists of on-campus study followed by travel to major sites and museums. Prerequisite: none, but 160.119 is recommended.

160.2YY is also added to the list of courses acceptable for credit in Catholic Studies.

**Faculty of Education**

Course to be introduced:

132.5XX      Mentoring for Teachers      +3

An examination of mentoring practices with particular focus on educative ways of mentoring teacher candidates and new teachers.

NET CHANGE IN CREDIT HOURS:      +3

**Faculty of Human Ecology**

Course to be deleted:

030.329      Cultural and Psychological Influences in Food Patterns -3

Course to be introduced:

030.3XX      Culture and Food Patterns +3 L

A study of the cultural, sociological and psychological aspects of food patterns and behaviour.  
Prerequisites: 017.120 or 077.120 and 030.120 and 030.121. Not to be held with the former 030.329.

NET CHANGE IN CREDIT HOURS: 0

**Faculty of Management - I.H. Asper School of Business**

Course to be deleted:

**27.501 Mathematics for Management**

Course to be introduced:

**164.501 Mathematics for Management**

A remedial course in linear and matrix algebra and calculus; with applications to elementary management problems. Note: this course will not be included in the calculation of the Grade Point Average. Pass/Fail.

NET CHANGE IN CREDIT HOURS: 0

**School of Medical Rehabilitation**

Course to be modified:

**169.330 Seminars in Respiratory Care (3)**

A series of Seminars on Respiratory Disease and other clinical and professional topics designed to bring together practical and theoretical aspects of the program.

NET CHANGE IN CREDIT HOURS: 0

**Faculty of Medicine**

Courses to be deleted:

105.000, 106.000, 107.000, 108.000, 109.000, 110.000, 111.000, 112.000, 113.000, 083.201, 083.401, 084.401, 085.401, 086.401, 088.101, 090.102, 091.401, 092.401, 097.101, 097.203.

**Faculty of Physical Education and Recreation Studies**

Courses to be deleted:

123.330	Nature-Based Outdoor Recreation/Education -3
123.430	Nature-Based Outdoor Recreation 2 -3
123.404	Community Organization and the Leisure Service Delivery System -3
057.323	Sport Massage Techniques -1

Courses to be introduced:

**123.3XX Foundations of Sustainable Nature-Based Tourism and Outdoor Recreation +3**

Analysis of the growth and development of sustainable nature-based tourism as a global and regional phenomenon. Particular emphasis will be placed upon the fundamental principles of sustainability, natural resource and visitor management for recreation, and the role of outdoor recreation and education in Sustainable Tourism Planning and Management. Prerequisite: 123.120, 123.140. May not be held with 123.330 and 123.402.

**123.4XX Sustainable Nature-Based Tourism Planning, Management and Research +3**

Building upon the changes to 123.3XX this course examines planning and management frameworks as they relate to sustainable nature-based tourism. The course examines the expansion of tourism as a global phenomenon and considers sustainable nature-based tourism as a community development process. In addition the role and importance of research in informing the tourism planning and

management decision making processes is examined. Prerequisites: 123.3XX or the former 123.330. May not be held for credit with 123.430 and 123.432.

**123.4XY      Community Development and the Leisure Service Delivery System      +3**  
The nature of community and the unique role that leisure service organizations play in the complex process of community development. Prerequisites: must have completed 70 per cent of the core courses in Recreation Management and Community Development.

**057.2XX      Basic Massage Techniques      +1**  
A course designed to provide students with theoretical and practical knowledge of basic massage techniques so they become proficient in situations they will encounter in their clinical and field placements, national examinations and future profession.

NET CHANGE IN CREDIT HOURS: 0

### **Faculty of Science**

#### **Computer Science**

Course to be modified:

**074.127      Introductory Computer Usage 2 (3)**  
This course continues the material from 074.126. It will explore program concepts by having the students create elementary interactive programs. May not be taken within the Computer Science Honours or Major program. 074.126 (or equivalent knowledge) is strongly recommended.

**074.127F      Introduction aux Services Informatiques Modernes 2 (3)L**  
Suite du 074.126. Étude des concepts de la programmation et création de programmes interactifs élémentaires. Une étudiante ou un étudiant inscrit à un programme de majeure ou de spécialisation en informatique ne peut s'inscrire à ce cours. Préalable : le 074.126 ou l'équivalent est fortement recommandé.

NET CHANGE IN CREDIT HOURS: 0

#### **Statistics**

Courses to be modified:

**005.200      Basic Statistical Analysis 2 (3)**  
The study of estimation and hypothesis testing procedures for means and proportions in one, two and multiple sample situations, introduction to the analysis of variance; regression and correlation analysis; optional topics may include nonparametric procedures, design of experiments, probability models. Not to be held with the former 005.120, 005.201, 005.211, 005.221, 005.231, 005.241, 005.250. Prerequisite: 005.100, or the former 005.101 or 005.210.

**005.200F      Analyse Statistique de base 2 (3)**  
Études des procédures d'estimation et de tests d'hypothèses pour les moyennes et les proportions dans les contextes d'échantillonnage à une, deux ou plusieurs variables. Introduction à l'analyse de variance, à la régression et à la corrélation. Les méthodes non paramétriques, la conception d'expériences, les modèles probabilistes. On ne peut se faire créditer à la fois le 005.200 et les anciens 005.120, 005.201, 005.211, 005.221, 005.231, 005.241, 005.250).

**005.222      Contemporary Statistics for Engineers (3)L**  
Descriptive statistics, basic probability concepts, special statistical distributions, statistical inference-estimation and hypothesis testing, regression, reliability, statistical process control. Not to be held with

005.100, (or the former 005.101, 005.120, 005.201, 005.210, 005.211, 005.220, 005.221, 005.231, 005.241 or 005.250). Prerequisite: One of 136.168, 136.169, 136.170, 136.171 or 136.173.

NET CHANGE IN CREDIT HOURS: 0

### Zoology

Course to be introduced:

022.4AA Marine Biodiversity +3L

Examines key ecological principles governing the maintenance of marine biodiversity, particularly in northern ecosystems. Topics include the definitions and global patterns of biodiversity and the ecological mechanisms influencing changes in these patterns in the context of applied population, community and ecosystem ecology. The course will also emphasize practical solutions, including fisheries' harvest models and marine protected areas. Prerequisites: 022.237 (001.237 or 065.237) or 002.229 (or 001.228) or consent of department.

NET CHANGE IN CREDIT HOURS: +3

## **SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES**

### **UNDERGRADUATE TIMETABLE - 2005-2006**

**Note:** There are three separate timetables for submission of new undergraduate programs and curriculum and course changes.

1. Timetable for submission of curriculum and course changes with inter-faculty resource implications.
2. Timetable for submission of curriculum and course changes without resource implications.
3. Procedures and Timetable for submission of new undergraduate programs with or without additional funding.

**NOTE: FOR ALL COURSE CHANGES SUBMITTED BEGINNING IN SEPTEMBER, 2005, CHANGES MUST BE SUBMITTED USING THE NEWLY APPROVED COURSE DESIGNATIONS. E.G., 004.120 should be designated as ENGL 1200**

1. **Timetable for submission of curriculum and course changes with inter-faculty resource implications**

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Department and Faculty Council meetings with respect to proposed changes in curriculum and courses with inter-faculty resource implications.

Faculty decisions reached on curriculum and course changes.

**FRIDAY, August 26, 2005**

Information on all proposed course changes forwarded to University Secretariat for consideration by SCCCC. After initial screening, submissions in which possible overlap could exist are forwarded to all interested parties and to SPPC for assessment against proposed new programs. If no objections are received by Friday, September 2, 2005, assent will be assumed.

**THURSDAY, October 6, 2005**

SPPC provides listing of all courses with resource implications for Senate Executive agenda of October 19, 2005 for debate at the November 2, 2005 meeting of Senate.

**WEDNESDAY, October 19, 2005**

Meeting of Senate Executive - consideration of course changes with resource implications.

**WEDNESDAY, November 2, 2005**

Meeting of Senate.

2. **Timetable for submission of curriculum and course changes without resource implications**

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Department and Faculty Council meetings with respect to proposed changes in curriculum and courses, excluding proposed new programs.

Faculty decisions reached on curriculum and course changes.

**FRIDAY, September 23, 2005**

Information on all proposed course changes forwarded to University Secretariat for consideration by SCCCC. After initial screening, submissions in which possible overlap could exist are forwarded to all interested parties. If no objections are received by Thursday, October 6, 2005, assent will be assumed.

**FRIDAY, October 7, 2005**

All faculty comments received by SCCCC.

**FRIDAY, November 4, 2005**

SCCCC completes deliberations on all proposed course and curriculum changes - preparation of report to Senate.

**THURSDAY, December 1, 2005**

Agenda sent to printers.

**WEDNESDAY, December 7, 2005**

Meeting of Senate.

**NOTE: Faculties and Schools whose course change proposals involve an increase of more than nine credit hours in any department shall submit such course change proposals to the Senate Planning and Priorities Committee at the same time as to the Senate Committee on Curriculum and Course Changes.**

Note: Faculties and Schools whose courses are offered at Approved Teaching Centres are asked to ensure that the teaching centres are apprised of approved course changes.

**FRIDAY, February 24, 2006**

Information on all proposed minor course changes forwarded to University Secretariat for consideration by SCCCC.

**THURSDAY, April 20, 2006**

Agenda items due for May 3 Senate Executive Meeting.

**WEDNESDAY, May 17, 2006**

Meeting of Senate.

3. **Procedures and timetable for submission of new undergraduate programs with or without additional funding**

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Note: As of April 1, 1997, the Universities Grants Commission has been replaced by the Council on Post-Secondary Education, which has now formulated its own rules of procedure, as follows. These procedures are also available in electronic format (See Policy #413 *Council on Post-Secondary Education: Program Approval Process* in the Policy and Procedure Manual).

- (1) Dean/Director forwards to the Vice-President (Academic) and Provost a draft Statement of Intent having the content and format required by the Council on Post-Secondary Education (COPSE) as described in the *Program Approval Process: Policies and Procedures* - January 1998.
- (2) The Vice-President (Academic) and Provost reaches decision on Statement of Intent.
- (3) The President, after receiving the advice of the Vice-President (Academic) and Provost, transmits a formal Statement of Intent to the Council, a copy of which is provided to Senate for its information.
- (4) Upon COPSE response to the Statement of Intent, the Faculty/School Council develops a formal proposal as outlined in Appendix B of the *COPSE Program Approval Process: Policies and Procedures* (January 1998), for approval of Council.
  - (a) Where appropriate, the Vice-President (Academic) and Provost will make arrangements so that the formal proposal includes an external assessment.
- (5) Approved program forwarded to the University Secretariat for distribution to SCCCC and SPPC.

At the February 6, 1979 meeting of Senate, the following recommendations were approved:

- (a) Submissions for new programs from Faculties and Schools must contain statements from the Directors of Student Records, Admissions, Computer Services, the Instructional Media Centre, and the Director of Libraries regarding possible resource implications which are not immediately apparent;
  - (b) Before any new program is listed in the *Calendar*, or otherwise published as available, the budgeting faculty or school concerned must provide the Vice-President (Academic) and Provost with satisfactory information about implementation of the program.
- (6) Comments to be received by SCCCC on all new programs from interested faculties and schools within one month following distribution of proposed programs by the University Secretariat.



- (7) Within one-and-a-half months of the formal proposal for a new program<sup>1</sup> being submitted to the University Secretariat, SCCCC completes deliberations on new program and formulates recommendations to Senate for inclusion in the next Senate Executive agenda.
- (8) Meeting of Senate Executive to consider SCCCC's recommendations and SPPC's assessment.
- (9) Meeting of Senate - consideration of Senate Executive recommendations on the new program(s).
- (10) When Senate has approved a proposal, it is forwarded to the Academic Affairs Committee and then to the Board of Governors.
- (11) Once the proposal has been approved by the Board of Governors, it is forwarded to the Council on Post-Secondary Education.
- (12) Any new program will be implemented only when the Vice-President (Academic) and Provost is convinced that sufficient financial resources are in place.

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<sup>1</sup> NOTE: While SCCCC is willing to consider new proposals as quickly as possible, its responsibility for processing course and curriculum changes in existing programs will limit its ability to act quickly on its consideration of new program proposals from October to December or during customary vacation periods.

IN MEMORIAM  
Faculty of Dentistry

**Dean Emeritus John Warrington Neilson, B.A., D.D.S., M. Sc., F.I.C.D., F.A.C.D., F.R.C.D.(C.)**

The Founding Dean of the Faculty of Dentistry, Dr. John W. Neilson, passed away on 25 February 2005 at age 87 years in Vernon, B.C. at the family residence.

Dr. Jack Neilson was the only child of Dean James Neilson and Mrs. Hattie (nee; Warrington) Neilson. His father was the Dean of the Faculty of Accountancy at the University of Saskatchewan, in Saskatoon.

Jack Neilson received his early education and a Bachelor of Arts from U. of Saskatchewan in Saskatoon, and was ever a committed supporter of that Province. However, he enrolled in the Faculty of Dentistry at University of Alberta and graduated with a degree of Doctor of Dental Surgery in 1941. He immediately began to serve in the Canadian Dental Corps during the hostilities. After his discharge, he pursued specialty training in Periodontology and received a Masters degree from University of Michigan in 1946.

Dr. Jack Neilson married Beth Sovereign in 1947, and pursued a career in academics, first as a Faculty Member at his Alma Matter in Alberta, then joining the new and dynamic Faculty of Dentistry at University of Washington in Seattle.

In 1957, President Hugh H. Saunderson recruited Dr. Neilson to become the founding Dean of the new Faculty of Dentistry at University of Manitoba. At that time there were only five dental schools in all of Canada, the U. of Alberta being the only one west of Toronto. Beginning from the ground up, Dean Jack Neilson built the first new Dental School in Canada in over 40 years. The Faculty was sited between Mc Dermot and Bannatyne Avenues, adjacent to the Faculty of Medicine. Alumni of the Faculty have affectionately called it, "*The House that Jack Built*".

Dean Neilson was the consummate academician and role model. He was President of the Canadian Academy of Periodontology, Chairman of the Board of the Canadian Fund for Dental Education, Examiner of the American Board of Periodontology, Fellow of the Royal College of Dentists of Canada, Fellow of the American College of Dentists, Fellow of the International College of Dentists, President of Rotary Club and President of the Association of Canadian Faculties of Dentistry. On the community side, Dr. Neilson was member of St. Charles Golf and Country Club and Winnipeg Winter Club.

Among his many honours, he received the Centennial Medal in 1967 and the Queen's Silver Jubilee Medal in 1977. On his retirement in 1983, after 25 years service to the University of Manitoba, the library was named in his honour, 'The Neilson Dental Library'.

Dr. John W. Neilson was made Dean Emeritus in 1984. He and Beth spent retirement years near the family summer residence in Vernon, B.C. still initially active in golf and Rotary Club. He leaves to mourn, wife Beth, three children, and four granddaughters.

## Report of the Senate Committee on Awards respecting Awards - April 7, 2005

### Preamble

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

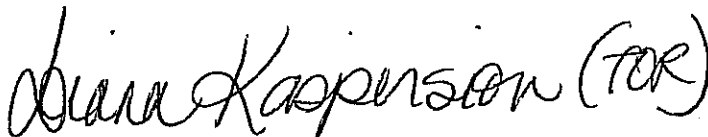
"On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended 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 April 7, 2005 SCOA reviewed 11 new awards offers, 16 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, 16 award amendments and one award withdrawal as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated April 7, 2005). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,



Professor R. Baydack, Chair

**APPENDIX "A"****OFFERS****ROSS A. JOHNSTON INNER CITY SOCIAL WORK PROGRAM BURSARY**

The Inner City Social Work Program (ICSWP) of the University of Manitoba is an off-campus ACCESS initiative that leads to a University of Manitoba Bachelor of Social Work degree. In addition to interest in and suitability for the profession, eligibility factors include residence in the City of Winnipeg, a minimum age of 21, and demonstration of a particular need for academic supports and living with low or poverty-level income. In order to provide financial assistance to students in this program Ross A. Johnston, a 1956 graduate of the Faculty of Law and a retired provincial court judge, has established an endowment fund of \$50,000. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.

Beginning in 2006, the available annual interest will provide bursaries that will be offered to students who:

- (1) have been admitted to full-time study in the ICSWP at the University of Manitoba;
- (2) are ranked as having substantial financial need, as assessed by the selection committee, among the students who have been accepted to the program in a particular year.

The selection committee will determine the number and value of bursaries offered each year.

Students admitted to the ICSWP program will be asked to complete a University of Manitoba bursary application form. Based on the information provided with this form the selection committee will designate one or more students having a substantial financial need among the applicants in a particular year. Selection of these bursaries will occur in early August in order to enable the applicants to know whether they will have support prior to commencing the program.

The selection committee will be named by the Director of the ICSWP.

**TRANSX SCHOLARSHIP IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT**

The TransX Group of Companies, realizing the value of promoting education in transportation and logistics, wishes to create a scholarship to recognize and support outstanding undergraduate students of the I.H. Asper School of Business in the Logistics and Supply Chain Management discipline. The TransX Group of Companies is a Manitoba-based business that began in the early 1950s and has grown into one of Canada's largest publicly held transportation corporations. TransX's commitment to customer service, innovation, and technology has earned it a reputation as a preeminent transportation and logistics

organization. The scholarship will be valued at \$1,700 annually in each of three years beginning with the 2005 -2006 academic session and will be offered to a student who:

- (1) is a full-time undergraduate student starting the final year of study in the I.H. Asper School of Business at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.5;
- (3) has declared a major in Logistics and Supply Chain Management;
- (4) has demonstrated extracurricular involvement and leadership in activities related to logistics and supply chain management.

Applicants must submit a curriculum vitae, a written statement (maximum 250 words) and two letters of reference. The statement should outline the applicant's interest in pursuing a career in Logistics and Supply Chain Management and may include extracurricular and leadership activities of the applicant and professional associations and interests. The letters of reference, from two different referees of the applicant's choice, may come from a professor, employer, volunteer supervisor or coordinator, friend, or family member.

After the scholarship is offered in the 2007-2008 academic session, TransX will review its initial three-year commitment and will notify the Financial Aid and Awards Office of its decision by the end of the year 2008.

The selection committee will be named by the Head of the Department of Supply Chain Management and will include a representative of TransX.

#### **TRANSX PRIZE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT**

The TransX Group of Companies, realizing the value of promoting education in transportation and logistics, wishes to create a prize to recognize and support outstanding undergraduate students of the I.H. Asper School of Business in the Logistics and Supply Chain Management discipline. The TransX Group of Companies is a Manitoba-based business that began in the early 1950s and has grown into one of Canada's largest publicly held transportation corporations. TransX's commitment to customer service, innovation, and technology has earned it a reputation as a preeminent transportation and logistics organization. The prize will include a plaque, a cash award of \$600 and a complimentary one-year subscription to the Canadian Transportation and Logistics magazine. The first prize, offered in 2006, will be offered to a student who:

- (1) has completed the final year of study in the undergraduate program at the I.H. Asper School of Business at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.5;

- (3) has submitted a project or paper in any undergraduate course in the Logistics and Supply Chain Management program that has demonstrated a practical problem-solving approach to transportation and logistics.

After the prize is offered in 2008, TransX will review its initial three-year commitment and will notify the Financial Aid and Awards Office of its decision by the end of the year 2008.

The selection committee will be named by the Head of the Department of Supply Chain Management and will include a representative of TransX.

#### **BARBARA C. POOLE BURSARY**

The family of John and Barbara Poole has established an endowment fund of \$50,000 to provide bursary support to students in the Department of Interior Design at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The award valued at the available annual interest will be offered starting in the 2005-2006 academic session to a student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Department of Interior Design or is enrolled in the Faculty of Architecture (ED3 Interior Environments option) undergraduate program;
- (2) has demonstrated academic excellence with a minimum cumulative grade point average of 3.5 (or equivalent) in their program of study;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

#### **MANITOBA AGRICULTURAL AND FOOD SCIENCES GRADS ASSOCIATION (DEGREE) AWARD**

The Manitoba Agricultural and Food Sciences Grads Association (MAFSGA) represents alumni of diploma, degree and graduate programs from the Faculty of Agricultural and Food Sciences at the University of Manitoba. It offers to provide an award to a student enrolled in the degree program in the Faculty of Agricultural and Food Sciences at the University of Manitoba.

An award valued at \$300 will be offered to a student who:

- (1) has completed the second year of study in the Faculty of Agricultural and Food Sciences in any of the degree programs;
- (2) has demonstrated high academic standing with a minimum cumulative grade point average of 3.0 in the first two years of study.

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

**MANITOBA AGRICULTURAL AND FOOD SCIENCES  
GRADS ASSOCIATION (DIPLOMA) AWARD**

The Manitoba Agricultural and Food Sciences Grads Association (MAFSGA) represents alumni of diploma, degree and graduate programs from the Faculty of Agricultural and Food Sciences at the University of Manitoba. It offers to provide an award to a student enrolled in the diploma program in the Faculty of Agricultural and Food Sciences at the University of Manitoba.

An award valued at \$300 will be offered to a student who:

- (1) has completed the first year of study and is enrolled in the second year of the diploma program in the Faculty of Agricultural and Food Sciences;
- (2) has demonstrated high academic standing with a minimum grade point average of 3.0 in the first year of study.

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

**CLARENCE BARBER MEMORIAL AWARD**

The family, friends and colleagues of Dr. Clarence Barber have contributed to establish an endowment fund in his memory that is initially valued at \$8,475. Dr. Barber joined the University of Manitoba in September 1949 where he remained until his retirement in 1983. During his tenure, from 1963 until 1972 he served as Head of the Department of Economics. The annual award is intended to reward those students who have done excellent work in macro-economics and/or social policy.

The award, valued at the available annual interest, will be offered to a student who:

- (1) is enrolled as a full-time undergraduate student in the major or honours programs in the Department of Economics at the University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 3.5;
- (3) has demonstrated achievement and interest in macro-economics and/or social policy.

Applicants will be required to provide supporting documentation in the form of a covering letter, transcripts and any relevant assignments or essays.

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

**RONDA SCHWARTZ MEMORIAL PRIZE IN DENTAL HYGIENE**

In memory of Ronda Schwartz (Dip.D.H./67; B.A./81), her family, friends and colleagues have established an endowment fund initially valued at \$2,060 at the University of Manitoba. The fund will be used to support an annual award in the School of Dental Hygiene.

Ronda's first job after graduating with her diploma in Dental Hygiene was working for the City of Winnipeg providing dental care for core area students. She returned to the University of Manitoba as a mature student obtaining her Bachelor of Arts in Psychology in 1981. In the following years she taught dental hygiene at the dental college and assisted in a major research project on the dental health of leukemia patients. The majority of Ronda's career was spent at Polo Park Dental Centre where she worked until she could no longer continue.

The prize, valued at the available annual interest (for 2005 the prize will be valued at \$200), will be offered to an undergraduate student who:

- (1) has completed the first year of study in the School of Dental Hygiene at the University of Manitoba;
- (2) has demonstrated outstanding potential in the area of professionalism and is a positive role model to fellow students, staff and faculty.

The School of Dental Hygiene will call for nominations from students, staff and faculty in the spring of each year.

The selection committee will be named by the Director of the School of Dental Hygiene and will include students, staff and faculty.

**GREG DOROSCHUK MEMORIAL BURSARY**

In memory of Greg Doroschuk (B.Comm. (Hons.)/82), his family, friends and colleagues have established an endowment fund at the University of Manitoba to provide bursary support to students in the I.H. Asper School of Business. The first award will be offered in 2005. Greg's family has made a commitment to provide annual contributions to top up the annual interest generated by the endowment fund to ensure that an award of \$1,000 is offered each year. Contributions over and above those needed for the annual award will be added to the endowment.

A bursary, valued at the available annual interest, will be offered annually to an undergraduate student who:

- (1) is enrolled as a full-time student in the third year of study in the I.H. Asper School of Business at The University of Manitoba;
- (2) has achieved a minimum cumulative grade point average of 2.5;



- (3) has demonstrated community involvement, political involvement and/or volunteerism;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) outlining how they have demonstrated community involvement, political involvement and/or volunteerism (participation in clubs or organizations such as toastmasters, Aiesec or junior achievement may also be included).

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

### **STANTEC ENGINEERING BURSARY**

Stantec Architecture has pledged to make an annual contribution of \$2500, which will be matched by the Manitoba Scholarship and Bursary Initiative (for a period of three years subject to program continuation), to support bursaries for students in the Faculty of Engineering at the University of Manitoba. Beginning with the 2005-2006 academic session two bursaries, valued at \$2,500 each, will be offered annually to students who:

- (1) are Canadian citizens or Permanent Residents;
- (2) are enrolled as full-time students in any undergraduate program in the Faculty of Engineering at the University of Manitoba (Biosystems, Civil, Computer, Electrical, Manufacturing, Mechanical);
- (3) have achieved a minimum cumulative grade point average of 3.0;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

### **STANTEC ARCHITECTURE BURSARY**

Stantec Architecture has pledged to make an annual contribution of \$2500, which will be matched by the Manitoba Scholarship and Bursary Initiative (for a period of three years subject to program continuation), to support a bursary in the Faculty of Architecture at the University of Manitoba. Beginning with the 2005-2006 academic session two bursaries, valued at \$2,500 each, will be offered to students who:

- (1) are Canadian citizens or Permanent Residents;
- (2) 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 Department of Architecture, City Planning, Interior Design, or Landscape Architecture;

- (3) have achieved a minimum cumulative grade point average of 3.5 (based on the last full-time year of study);
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

## **AMENDMENTS**

### **MARY AND LOUIS KOWALSON MEMORIAL BURSARY**

The terms of reference for this bursary offered in the Faculty of Education will be amended. First, the current reference to the four year undergraduate B.Ed. program will be updated to the two-year After-Degree Bachelor of Education. Further, the terms state that the award is to be offered to a student who has completed the third year and proceeds to the fourth year of the program. The award will now be offered to a student who has completed first year and proceeds into the second year of the program. Last, reference to the elementary program stream will be updated to early and middle years.

### **MANITOBA BLUE CROSS BURSARY FOR STUDENTS WITH SPECIAL NEEDS**

#### **MANITOBA BLUE CROSS ENTRANCE BURSARY**

#### **MANITOBA BLUE CROSS TRAVELLERS BURSARY**

#### **MANITOBA BLUE CROSS DENTAL SCHOLARSHIP**

#### **MANITOBA BLUE CROSS MEDICAL REHABILITATION SCHOLARSHIP**

Manitoba Blue Cross has increased the value of these awards to \$750 (from \$550) beginning with the 2005/2006 academic session.

### **ALLAN BRONFMAN FAMILY SCHOLARSHIP AT THE I.H. ASPER SCHOOL OF BUSINESS**

#### **ALLAN BRONFMAN FAMILY SCHOLARSHIP IN THE FACULTY OF MEDICINE**

#### **ALLAN BRONFMAN FAMILY SCHOLARSHIP IN THE FACULTY OF LAW**

First, the names of each of these awards will be amended by replacing scholarship with bursary as financial need is a component of the selection process. Second, the value of the awards will be amended so that each is valued at one-third of the available annual interest generated by the endowment fund (previously fixed at \$1,000 each).

**APOTEX INC. / PACE BURSARY  
APOTEX INC. / PACE "FUTURE LEADER" AWARD**

The names of these awards offered in the Faculty of Pharmacy will be amended to the *APOTEX INC. BURSARY* and the *APOTEX INC. FUTURE LEADER AWARD*.

**ALEXANDER AND PAULINE SHACK SCHOLARSHIP IN ENGLISH**

At the request of the donor contact, the name of this scholarship will be amended to the *ALEXANDER, PAULINE AND SYBIL SHACK SCHOLARSHIP IN ENGLISH*.

**FARM CREDIT CORPORATION BUSINESS PLANNING AWARD**

This award in the Faculty of Agricultural and Food Sciences will undergo several amendments. Currently the terms of reference outline the offers of awards in both the diploma and degree programs. The terms of reference will be divided into two separate documents, one specific to the award for diploma students and one for degree students. Second, the award values will be amended. Initially four awards were made available, first place valued at \$2,500, second place at \$1,500, and third and fourth at \$1,000. The breakdown of award values will now be dependent on enrolment in the business planning courses. Enrolment of 6 to 15 students will allow for two awards valued at \$2,000 (first place - \$1,500, second place - \$500). Enrolment of 16 to 25 students will allow for two awards valued at \$4,000 (first place - \$2,500, second place - \$1,500). Finally, enrolment of 26 or more students will allow for four awards valued at \$6,000 (first place - \$2,500, second place - \$1,500, third place - \$1,000, fourth place - \$1,000). The diploma and degree programs may qualify for different award amounts. Third, it will be added that the designated selection committee will make their recommendations to the Faculty's Awards Chair. Last, in order to differentiate the diploma and degree awards, the names will be amended to FCC BUSINESS PLANNING AWARD (DIPLOMA) AND FCC BUSINESS PLANNING AWARD (DEGREE). All other terms of reference remain the same.

**SHANNON L. HAMM MEMORIAL SCHOLARSHIP**

The terms of reference for this scholarship offered in the Department of Psychology will undergo one amendment. It will be added to the terms of reference that more than one award may be offered annually and that the available annual interest may be split at the discretion of the selection committee.

**ANNE KOTELKO-YUZYK BURSARY**

At the request of the donor contact, the terms of reference for this bursary in the Faculty of Education will be amended. First, the name of the bursary will be amended to the ANNE KOTELKO-YUZYK AND JOHN YUZYK BURSARY. Also at the request of the donor, the bursary will be offered in the Faculty of Education and the School of Music, specifically to a student in the jazz program, in alternate years. Students enrolled in the Bachelor of Education / Bachelor of Music Integrated program will be eligible for consideration.

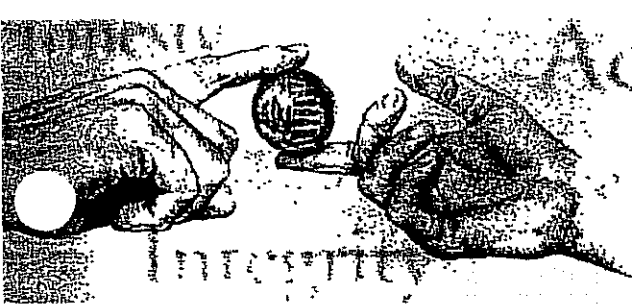
**CRNM UNDERGRADUATE BURSARY**

The name of this bursary offered in the Faculty of Nursing is to be amended to the *FOUNDATION FOR REGISTERED NURSES OF MANITOBA INC. UNDERGRADUATE BURSARY*.

**WITHDRAWAL**

**LORD STRATHCONA TRUST FUND SCHOLARSHIP**

This scholarship is to be withdrawn as it is now managed as an external program.



# Advocacy

## Student Advocacy Annual Report 2003-2004

### Mission Statement

The mission of the Student Advocacy office is to ensure that students are treated fairly in their dealings with the University. The Student Advocacy office is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University.

While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.

### Introduction

This edition of the Student Advocacy office Annual Report, submitted to the Board of Governors and Senate, summarizes the activities of the office from September 1, 2003 to August 31, 2004 (04R).

### Contacts

Student Advocacy was approached for services 1704 times throughout the 2003-2004 reporting period. This total number fits within three types of contacts. The largest category, individual student cases, totaled 956. This number represents the number of students whose issue necessitated opening a case file. The second largest category refers to two types of contacts: one, students who received preliminary information or advice outside of a formal appointment (556); and two, academic staff who were seeking advice on student matters (185). Sometimes a concern or issue affects more than one student. In these instances an advocate may review a concern on behalf of a group of students (3). In instances where more than one student comes forward with an issue, the case is considered a group case (4). Please see Table 1.

Table 1. Total Contacts 2003-2004

Individual Student Cases	956
Individual Contacts (student 556) (staff consults 185)	741
Group/Issues Cases	7
<b>Total</b>	<b>1704</b>

### Demographics

The characteristics of our student caseload normally reflect the University's demographic profile and this was true for the reporting year. The caseload was comprised of 56% female students and 44% male students. The top four presenting faculties were Science, University 1, Arts and Graduate Studies; these faculties reported the top four enrollment figures.

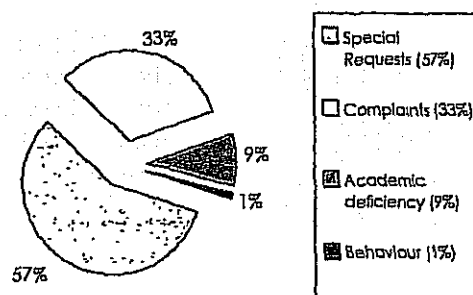
### Categorizing of issues

Within the caseload, students' concerns and complaints can be grouped into five major categories: **academic (72%)**, **administrative (12%)**, **discipline (11%)**, **admissions (4%)** and **equity (1%)**. Although the total number of cases continues to increase each year, the distribution of these cases across the five categories has remained consistent. Each category is briefly discussed below.

#### academic issues

The majority of the students present academic issues. These issues can be further clustered into four main areas, with the proviso that some academic issues are complex and may overlap with other areas or concern categories. See figure 1.

Figure 1. Academic Issues



The first area, **special requests**, refers to academic concessions pursued typically on medical or compassionate grounds. These cases include authorized or voluntary withdrawals, deferred exams, incompletes, time extensions and leaves of absence. In 04R, over three quarters of the special requests involved authorized withdrawals.

Issues that fall into the second largest academic area, **complaints**, range from students' dissatisfaction or uncertainty with regard to elements of their program, policies and rules, or their interactions with academic staff. In 04R the top two issues were grade appeals (over 75%) and student/professor conflicts (12%). Some students seek information to clarify their academic situation and/or to determine rights with respect to a particular issue. In these situations the student may request an advocate to intervene on their behalf. In some instances students may wish to request an exception to a rule.

The third area, **academic deficiency**, involves those cases where a student has not met the minimum academic requirements for their respective program and consequently faces a one or two year suspension or a complete withdrawal from their faculty. Advocates assisted with 65 such issues.

The last area, labeled **behaviour**, involves university debarment and professional unsuitability policies. Some faculties, normally professional programs, may invoke processes when a student's behaviour is perceived to have a serious consequence in a particular class, program, or field placement.

Across all four areas, academic situations become more complex when a case involves a graduate student for whom academic difficulties or complaints may result in particularly serious consequences. A significant contributor to the challenge is the power differential that exists between the graduate student and the advisor/committee which inhibits the student from acting as assertively as s/he may wish.

### discipline issues

Discipline issues are broken down into academic and non-academic misconduct. **Academic misconduct** cases totaled 102 for the reporting year, an increase of 26 cases from 03R. See Table 2.

Table 2. Discipline Cases

Plagiarism	46
Cheating	39
Inappropriate Collaboration	5
False Admissions Information	5
Academic Fraud	4
False Documents (e.g. falsified medical notes)	3
<b>Total:</b>	<b>102</b>

There was a decrease in the total number of **non-academic misconduct** cases: 7 (04R) versus 11 (03R). The presenting issues involved inappropriate behaviour within residences or on campus property. Interestingly, within the 2003-2004 University Discipline Report, the statistics for non-academic misconduct were rather substantial with 127 inappropriate computer use violations and 124 breach of residence regulations. However, not all cases come through the Student Advocacy office and thus, are not accounted for in our numbers.

Also unaccounted for in our caseload are the discipline matters the Director was consulted upon. In 04R, there were 5 such matters that involved inappropriate/disruptive behaviour.

### administrative issues

This category of issues involves fees or fines or concerns about a particular university service. Three quarters of administrative issues involved tuition fee appeals that stemmed from special requests such as authorized withdrawals.

### admission issues

As part of our Terms of Reference, Student Advocacy assists potential, current and former students. Advocates assisted 39 students who had questions about or who wished to appeal admission decisions.

### equity issues

A strong working relationship with other university offices and services is a major factor in the success of our work with students. Equity Services is one of these key partners. Occasionally cases that present to one of our offices necessitate the involvement of the other office. There were 7 cases in 04R that involved equity issues.

Under the new Respectful Work and Learning Environment policy, Student Advocacy has the responsibility to receive student concerns and to assist with informal resolutions of personal harassment cases. The office may be of assistance to both complainants and respondents. Moreover, an academic staff member who has concerns about a student's behaviour may also approach the office for assistance. This policy came into affect as of June 22, 2004. We anticipate that numbers in this category may increase in the next reporting year as more members of the university community become informed about the policy and its processes.

## Resolution of Issues

Student Advocacy attempts to resolve all matters at an informal level when possible. Each year our records show that the majority of issues are dealt with outside of a formal process.

### Informal

In 04R reporting year, 57.5% of the cases were resolved through informal processes. Advocates provided **information and advice** for 78.5% of the informal issues. 20.5% required the advocate to provide **direct assistance** or to **mediate** on behalf of the student. 1% resulted in a **referral** to another university service or the student chose not to pursue the matter.

### Formal

In 42% of student cases the student pursued a formal request or appeal. The majority of those issues proceeded to a formal process, wherein a decision was made by the dean's office or faculty committee or Senate appeals committee. A matter may be dealt with formally because the nature of the case necessitates it or because the student requests their case be pursued to this level

of appeal. The majority of these cases (68%) resulted in a **favourable outcome** for the student whereas 8% involved a **modified decision** or compromise and 19% were **denied**. 5% of cases being pursued within a formal process during 04R were still pending at the time of writing this report.

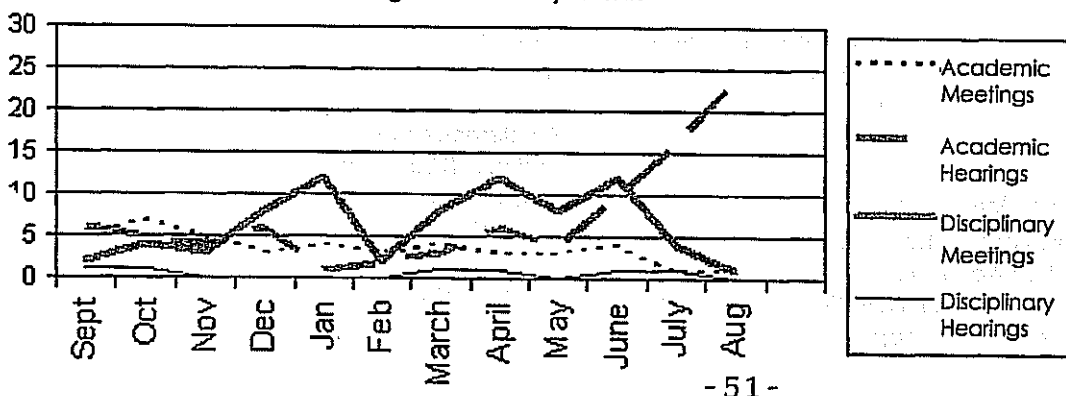
### meetings & hearings

An advocate's work with respect to caseload involves initial intake with the student, follow up appointments and information gathering. With respect to those cases that may necessitate conflict resolution or a submission of a formal appeal or request, meetings and hearings with the respective academic staff and administrators often take place.

These cases are time-consuming and often require 'behind the scenes' type of work. The advocate assists with appeal submissions and presentations and attends hearings with the students.

The ebb and flow of the academic year shapes the advocates' activities with respect to attendance at meetings and hearings, as shown in Figure 2. The most noticeable trend is the increase of academic hearings during the summer months. Faculties assess students at the end of the regular session and performance letters are issued to students. Students who wish to appeal these decisions must normally write to their faculty to have an appeal committee consider the request. This necessitates a formal academic hearing at the faculty level. The second most noticeable trend is the fluctuation of disciplinary meetings which typically involve issues of academic dishonesty. At critical times throughout the academic year, midterm and final exam periods, some students appear to respond to the stress and pressure by engaging in dishonest behaviour.

Figure 2. Monthly Trends



When a student is suspected of misconduct, the appropriate administrator, normally the instructor and/or department head, meets with the student to discuss the allegation. Disciplinary hearings, on the other hand, are quite rare and only occur if the student appeals the outcome of the initial meeting. Finally, there are academic meetings, which are normally scheduled to resolve an issue or conflict. These tend to be dispersed throughout the academic year.

## Educational initiatives

Student Advocacy has a substantial educational mandate. The number of requests for orientations and workshops that we receive from different units and faculties is a testament to the strong working relationships we enjoy with many members of the university community. We endeavor to be abreast of emerging student trends and meaningfully incorporate this knowledge into engaging and practical workshops for all university constituents—students, faculty and administrators.

Student Advocacy staff were involved with close to 90 presentations during the reporting year. These sessions fall into four main themes:

*Academic integrity:* Plagiarism including prevention, detection and response (3); how to avoid (9) and avoiding internet plagiarism for 99.111 (40)

*Incivility:* uncivil versus inappropriate disruptive behaviour (2)

*Rights and responsibilities:* fall orientations (8); TA workshops (4)

*Procedural fairness:* fair hearings (2); judicial issues (1), student/professor relationship (2) and appropriate documentation (1).

Sessions of note include:

- *Using the Net to Write an A+ Paper, E-tools for Success, a mandatory 99.111 session*
- *How to Conduct Fair Hearings co-presented by Peggy Damianakos and Lynn Smith*
- *Integrity 7, an annual event devoted to highlighting the importance of academic integrity on campus.*

## Scholarly activities

In addition to the services we provide, Student Advocacy staff are involved in various research activities. Staff members actively pursue opportunities and are invited

to present at professional conferences, submit articles to internal and external publications and engage in research. Like educational outreach initiatives, scholarly activities help inform an advocate's practice. All staff members are strong believers in life long learning; the work and projects pursued during the reported year are a reflection of this commitment.

### Research projects

-Brandy Usick (project manager) and Lynn Smith (research partner) continued their work with the Plagiarism Project, funded by SSHRC. The research team also includes Lynn Taylor (Primary investigator), Barbara Paterson (research partner) and Jori Thordarson and Sarah Armistead (research assistants). See [http://www.umanitoba.ca/academic\\_support/uts/plagiarism/](http://www.umanitoba.ca/academic_support/uts/plagiarism/)

-Staff coordinated the first phase of data collection for the Social Norms Project, a research project examining Canadian university and college students' drinking habits.

### Plagiarism Symposium

On February 6, 2004, Lynn Smith, Nancy Callaghan and Brandy Usick presented at University Teaching Services Third Annual Teaching and Learning Symposium, the focus of which was on Academic Integrity. These sessions included *Responding to breaches in academic integrity: penalties* (Smith, L); *Profiles of the internet generation* (Callaghan, N); *Preventing plagiarism: a new three R's model* (Usick, B); and *Plagiarism: U of M up close* (Usick, B & Thordarson, J).

### Internal publications

Smith, L. (2003, September). Engaging your students: a strategy to prevent plagiarism. *UTS Newsletter*, 12(1), 11.

Usick, B. (2004, Winter). The Advisor/Student Relationship: The key to success and happiness. *The Gradzette*, 21(3).

Callaghan, N. (2004, February). Incivilities in the Classroom. *UTS Newsletter*, 12(3), 1-3.

### Conference papers/presentations

Smith, L. (2003, October 26). *An historical overview of the student judicial affairs in Canada*. Panel presentation at Canadian Conference on Student Judicial Affairs, Queens' University, Kingston, Ontario.



Smith, L. (2003). *Student judicial processes*. A presentation to the President and senior administration at Brandon University, Brandon MB, November 4, 2003.

Smith, L. (2004). *The University of Manitoba Student Advocacy Office*. Canadian Conference of Student Associations, Winnipeg MB, May 28, 2004.

Taylor, L., Usick, B., Thordarson, J. & Smith, L. (2004, June 18). *Understanding plagiarism across disciplines: common concept, diverse practices*. STLHE Conference, Ottawa ON.

Usick, B. (2004, May 31). *Plagiarism: an issue at the graduate level?* Canadian Society for Studies in Higher Education (CSSHE) Conference, Congress 2004, Winnipeg MB.

### **Publications**

Gartside, Crystal. (2004, October). *Privacy laws and advising professionals*. A resource manual. Winnipeg, MB: Manitoba Advising Professionals.

Taylor, K.L., Usick, B.L. & Paterson, B. (in press). *Understanding plagiarism: The intersection of personal, pedagogical, institutional, and social contexts*. The Journal of Excellence in College Teaching.

### **Graduate work**

Morris, H. (2004). *A small group intervention for children experiencing parental separation or divorce*. Master of Social Work practicum report, University of Manitoba, Winnipeg MB, July 30, 2004.

Usick, B.L. (2004). *Is plagiarism an issue in graduate education? An examination of two graduate programs*. Master of Education thesis, University of Manitoba, Winnipeg MB, August 2004.

## **S**taff

Student Advocacy staff participated in varied campus committees and programs. Some activities of note include:

### **CACUSS 2004**

The most notable accomplishment by the staff members as individuals and as a group was the work accomplished on behalf of the CACUSS. The preparation for the conference required an enormous amount of hard work and dedication to ensure the unqualified success of CACUSS 2004. Joyce Burns was an invaluable member of

the CACUSS Social Committee. Nancy Callaghan coordinated all SASA activities,

Brandy Usick assisted with planning the CISAS reunion. Heather Morris coordinated, with assistance from Zuzana Dankova and Paul Taylor, signage and other organizational tasks.

### **Peer Advisor program**

'Peers' is a collaborative program of Student Affairs and UMSU. Nancy Callaghan coordinates aspects of the program on behalf of Student Advocacy and Student Affairs; she is also the Chair of Steering Committee. The past year's program was very successful and featured another group of enthusiastic students.

### **Committee work**

The Director of the office, Dr. Lynn Smith, is an active member on a number of Student Affairs and U of M committees such as Student Relations; Faculty of Graduate Studies Policy and Guidelines Committee; Senate Committee on Instructions and Evaluation; Sub-committee Investigating Use of Plagiarism Detection Software (Chair); and Aboriginal First Choice Committee.

In addition, Lynn Smith was invited to conduct an external review of the Office of Student Academic Misconduct, at the University of Toronto. This report was completed in July 2004.

## **T**raini

Student Advocacy staff dedicate time to train and mentor students with potential to emerge as new professionals in Student Affairs. Students become involved with Student Advocacy primarily through the Peer Advisor program. Many "student services" offices provide a placement experience to round out the Peers' experience. In the 04R reporting year, we were pleased to have Emily Nesmith and Maria Tabaquero as our Placement Peers. Other Peers, Paul Taylor and Zuzana Dankova were hired as Peer Advocates. We are quite fortunate to have student employees who are professional and dedicated to their role of advocate-in-training.

# Recommendations

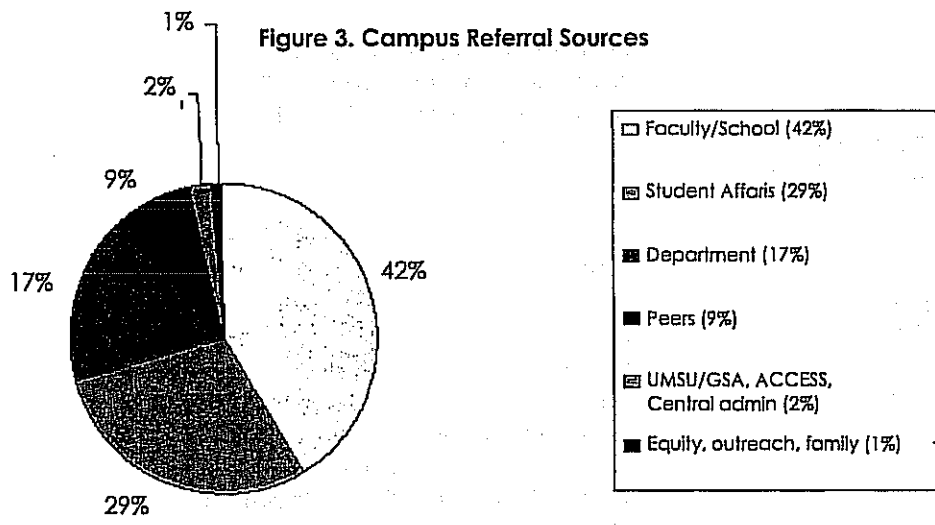
Over the past several years the recommendations of the Student Advocacy Annual Report have become quite general. This is because as issues arise, recommendations are communicated and acted upon by Student Advocacy staff. An example of this includes revising the *plagiarism and cheating* policy to include definitions of duplicate submission and inappropriate collaboration. Currently, staff, in conjunction with Student Records office, are reviewing the Examination Regulations with regards to the use of electronic devices in order to update and strengthen the regulation. One specific recommendation that was made in the 2000-2001 report suggested Senate review the matter of subscribing to an online plagiarism detection service. In 2003, Senate referred the matter to the Senate Subcommittee on Instruction and Evaluation. Lynn Smith was appointed chair of the SCIE Subcommittee to investigate the use of plagiarism detection software. The committee report and recommendations were recently submitted to Senate.

# Acknowledgements

Student Advocacy staff gratefully acknowledge the support we receive from the university community. Reflecting upon the 2003-2004 academic year, there are individuals and units which stand out as having been either a valuable partner in an educational initiative or who went the 'extra mile' with respect to student matters. We are particularly indebted to our Student Affairs colleagues and the academic advisors who share our student development perspective in their day to day work with students. We would like to applaud the following individuals for their long-standing work on behalf of students:

- Dr. Gordon Robinson and Joan McConnell, Faculty of Science
- Heather Paterson and advising staff, University 1
- Lana Daman and staff, Student Records office
- Simone Hernandez-Ramdwar and staff, Faculty of Graduate Studies
- Alan Fernandez, Comptrollers' office
- Ken DeCruyenaere, Computer Services
- Jim Raftis and staff, Security Services
- E-tools partners- UM Libraries, Learning Assistance Centre, IST and 99.111 coordinator and instructors

We also sincerely acknowledge all members of the university community who create the network by which students are directly assisted or referred to our office. More than half of the students who present to our office were referred, Figure 3 provides a summary of the campus referral sources.



## Student Advocacy



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University of Manitoba  
Winnipeg, MB R3T 2N2  
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fax: 204-474-7567  
Student\_Advocacy@umanitoba.ca  
[www.umanitoba/student/advocacy](http://www.umanitoba/student/advocacy)

Annual Report of the Senate Committee on Academic Computing

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Preamble

1. The terms of reference for the Senate Committee on Academic Computing are found in Section 8.9 of the *Senate Handbook* (revised 2000).
2. The Committee is charged with providing advice and recommendations to Senate on:
  - a) the University's general policies relating to the development and use of computing and networking in instruction and research;
  - b) prioritizing support for the development and delivery of computing and network services; and
  - c) computer services policies and their effect on faculty and students.

Observations

1. Members of the Committee for 2004-2005 were: Dr. D. Jayas (Associate Vice-President Research), Mr. G. Miller (Executive Director of Information Services & Technology), Ms. C. Presser (Director of Libraries Administration), Dean D. Witty (Architecture), Dean D. Hyrcenko (Physical Education), Professor G. Schreckbach (Chemistry), Professor B. Luterbach (Continuing Education), Professor M. Matthews (Music), Professor M. Singer (Medicine) Professor M. Brabston (Management), Professor E. Scott (Dentistry), Mr. P. Tittenberger (University Teaching Services), Mr. Dana Gregoire (Student), Mr. Ken Mendoza (Student), Mr. Abhishek Gupta (Student), Mr. Martin Agelinchaab (Student) and Dr. R. Lobdell as Chair.
2. No matters were referred to the Committee for consideration, therefore, no meetings were held during the reporting period.

Respectfully submitted,

Dr. R. Lobdell, Chair  
Senate Committee on Academic Computing.

/sr

April 14, 2004

## Annual Report of the Senate Committee on Academic Dress

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### Preamble

The Terms of Reference for the Senate Committee on Academic Dress are found in Section 8.10 of the *Senate Handbook*.

### Observations

1. The Senate Committee on Academic Dress met once on December 13, 2004, during the reporting term.
2. Members of the Senate Committee on Academic Dress for the 2004-2005 reporting term were: Dr. C. Rabinovitch, Chair, Prof. L. Chalmers, Mr. N. Marnoch, Prof. L. Horne, Ms. Katie Sleeman, and Miss Gurpreet Mankoo
3. The Committee is in the process of considering hood colours for two new degrees. The following hood colours were approved by Senate:
  - a) Bachelor of Science in Physical Geography
  - b) Master of Environment

Respectfully submitted,

Dr. C. Rabinovitch, Chair  
Senate Committee on Academic Dress

/sr

April 7, 2005

**Annual Report of the Senate Committee on Academic Freedom**

**Preamble**

The Terms of Reference for the Senate Committee on Academic Freedom were not revised in the 2004-2005 year; the terms of reference are found in Section 8.12 of the online *Senate Handbook*.

**Observations**

1. The membership of the Committee for 2004-2005 included: Professor R. Roy (Social Work), Professor J. Anderson (Medicine), Professor N. Subotincic (Architecture), Professor B. Stimpson (Engineering), Professor M. Gabbert (Arts), Mr. M. Gousseau (Management) and Mr. D. Ames (Science).
2. The Committee met once during the reporting period to undertake a review of the language used in agreements with university benefactors to protect academic freedom. This matter was referred to the Committee by Senate on January 5, 2005.

Respectfully submitted,

Nada Subotincic, Chair  
Senate Committee on Academic Freedom

/jml

**Annual Report of the Senate Committee on Academic Review**

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**Preamble**

The Terms of Reference for the Senate Committee on Academic Review were not revised in the 2004-2005 year; the terms of reference are found in Section 8.13 of the online *Senate Handbook*.

**Observations**

1. The membership of the Committee for 2004-2005 included: Dr. R. Lobdell, (Vice-Provost Programs), Dr. R. Kerr, (Vice-President Academic and Provost), Dr. A. Secco (Dean, Faculty of Graduate Studies), Dr. J. de Vries, (Dean, Faculty of Dentistry), Dr. D. Witty, (Dean, Faculty of Architecture), Mr. Jason Conlin, (student member of Senate), Ms. R. Jaramilla (student member of Senate), Prof. J. Van Rees, (Science), Prof. B. Dronzek (Agricultural and Food Sciences), Prof. J. Dalton (Medicine).
2. The Committee met once during the reporting period and reviewed the draft policy and procedures which would govern academic program reviews. The policy was endorsed by the Committee and approved by Senate on January 5, 2005.

Respectfully submitted,

Richard Lobdell, Chair  
Senate Committee on Academic Review

/jml

ANNUAL REPORT OF THE SENATE COMMITTEE ON ADMISSIONS (SCADM)  
FOR THE YEAR FROM MAY 1, 2004 TO APRIL 30, 2005

The terms of reference for the Senate Committee on Admissions (SCADM) are found on pages 10.6 to 10.8 of the Senate Handbook (1992).

Subsequent to the 2004 Annual Report, SCADM met on June 22, 2004, November 16, 2004, and April 5, 2005. The following matters were addressed by the Committee:

1. Enrolment Services – SCADM reviewed a proposal to amend the treatment of Advanced Placement (AP) and International Baccalaureate (IB) courses for transfer credit purposes and to allow for AP and IB grades to be transferred in as University of Manitoba grades according to an equivalency table. Approved by the Senate Committee on Admissions, June 22, 2004. Approved by Senate, September 1, 2004.
2. Asper School of Business – SCADM reviewed a proposal from Business to amend the admission criteria for its undergraduate program, allowing it to reserve 30 spaces for Track 2 students in the annual admission process, effective for the session beginning in September 2005 (06R). Approved by the Senate Committee on Admissions, June 22, 2004. Approved by Senate, September 1, 2004.
3. Faculty of Law – SCADM reviewed a proposal from Law requiring the CGPA and the LSAT score to be weighted at 50 percent each in the calculation of the index scores of applicants, effective for the session beginning in September 2005 (06R). Approved by Senate Committee on Admissions, June 22, 2004. Approved by Senate, September 1, 2004.
4. Faculty of Nursing – SCADM reviewed a proposal from Nursing to amend the admission criteria for its four year undergraduate program so that Option 1 applicants be required to complete 30 credit hours of course work as specified in its first year program requirements, that Option 2 applicants be required to complete 30 credit hours of university course work as currently specified, and that Option 1 and Option 2 applicants complete the University's "written English" requirement, effective for September 2006 (07R).  
  
SCADM also reviewed a proposal from Nursing to set the minimum adjusted GPA for admission to Nursing at 2.5 for both Option 1 and Option 2, with a minimum grade of C in each course, while still allowing Nursing to admit students from Option 1 with a GPA of 2.0-2.49 (in descending GPA order) when space is available." This change was to be effective for September 2005 (06R). Both proposals, above, approved by the Senate Committee on Admissions, November 16, 2004. Approved by Senate, February 2, 2005.
5. University 1 – SCADM reviewed a proposal from University 1 to amend its entrance requirements, raising its minimum entrance high school average to 70 percent from 63 percent and allowing applicants with averages of 63-69.9 percent, or those with averages of 70 percent or better but missing a course, to be admitted in a special category called Option 4. Approved by Senate Committee on Admissions, April 5, 2005. Senate approval pending.

6. Asper School of Business – SCADM reviewed a proposal from Business allowing CGA courses to be used for transfer credit. Approved by Senate Committee on Admissions, April 5, 2005. Senate approval pending.

7. Faculty of Physical Education and Recreation Studies – SCADM reviewed a proposal from the Bachelor of Recreation Management and Community Development (BRMCD) program to amend its admission policy, allowing AGPAs to be calculated on the most recent 30 (instead of the most recent 60) credit hours. Approved by Senate Committee on Admissions, April 5, 2005. Senate approval pending.

8. Enrolment Services – SCADM reviewed a proposal allowing transferable credit from Advanced Placement (AP) courses to receive a grade of "A+" when an AP grade of five is combined with a final high school mark of 95 percent or higher (assigned by teachers for AP course work). Approved by Senate Committee on Admissions, April 5, 2005. Senate approval pending.

2005.04.13



**Preamble**

1. The terms of reference for the Senate Committee on Admission Appeals are found in Section 8.15 of the *Senate Handbook*.
2. The Committee is charged to hear and determine appeals from:
  - a) decisions of faculty and school Selection Committees;
  - b) administrative decisions affecting the admission process;
  - c) decisions related to the transfer of credit policy of the faculty/school; and
  - d) the possible granting of advance standing;
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and recommend on any changes in admission policies and procedures which should be considered as a result of the appeal.

**Observations**

1. Members of the Committee for 2002-2003 were Professor A. Gerhard (Science), Professor J. Dean (Arts), Professor M. Abrahams (Science), Professor P. McVetty, (Science), Professor R. Burleson ( Music), Professor. A. Sloane-Seale ( Continuing Education), Professor D. Bracken (Social Work), Professor R. W. Menzies (Engineering), Professor D. Jenkinson (Education ), Mr. J. Mason (Student), Mr. D. Rempel (Student) and Professor P. Osborne as Chair.
2. Sections 10.3.1 of the *Handbook* outlines the requirement that all Standing Committees of the Senate prepare an annual report to represented normally at the May meeting of Senate. The Senate Committee on Admission Appeals is one which reports to Senate on an ongoing basis as appeals are heard. These reports, which are contained in the Senate minutes are summarized below:

During the period from April 1, 2004 to March 31, 2005 the Committee received 2 appeals 3 being heard during this time period. The remaining appeal has been closed.

FACULTY	DECISION
Medicine	denied
Pharmacy	denied

Respectfully submitted,

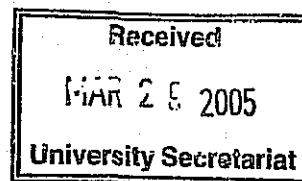
Professor P. Osborne  
Chair of the Senate Committee on Admission Appeals

**ANNUAL REPORT OF THE SENATE COMMITTEE ON ANIMAL CARE**  
for the period May 2004 to April 2005

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The Senate Committee on Animal Care (SCAC) consists of:

Digvir Jayas, Associate Vice-President (Research) and Chair  
Ed Kroeger (for Dean Sandham), Faculty of Medicine  
Jim Hare (for Dean Whitmore), Faculty of Science  
Tammy Ivanco (for Dean Sigurdson), Faculty of Arts  
Michael Trevan, Faculty of Agricultural and Food Sciences  
Don Smyth, Faculty of Graduate Studies  
Elliot Scott, Faculty of Dentistry  
Jim House, Department of Animal Science  
Carla Taylor, Department of Human Nutritional Sciences  
Alison Calder, Department of English  
Terry Dick, Department of Zoology  
Susan Shefchyk, Department of Physiology  
R. Madziak, Central Animal Care Services  
Richard Hodges, Clinical Veterinarian  
Randy Aitken, St. Boniface General Hospital Research Centre  
Nora Lewis, Director, Animal Care and Use Program  
Tania Schaerer, Undergraduate Student Representative  
Parthiban Muthukumarasamy, Graduate Student Representative  
Brent Thomas, Community Representative



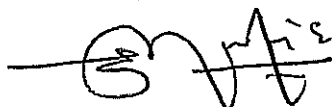
During the 2004-05 year, the SCAC has:

1. Conducted the spring meeting of the committee on April 6, 2004. This meeting focussed on the receipt and review of reports on the activities of the PMRCs (Fort Garry and Bannatyne Campus), the Education Sub-Committee (ESC), the Infrastructure Planning Committee (IPC), and the activities of the Local Animal Users Committees (LAUCs). The SCAC accepted the recommendations presented for new and renewed committee membership. Other business included:
  - i Reporting of the University of Manitoba's full compliance status with the Canadian Council on Animal Care following the 2001 site visit. The 2004 site visit will take place June 1-3.
  - ii Reporting of the University of Manitoba's on-line ethics course which went live in early 2004.
  - ii Discussion of continued dog use by researchers and the possible shortage of supply due to the University's inability to obtain dogs from the pound. Also possible change in housing of dogs from the current off-site location to on-site.
2. Participated in the CCAC Site Visit, June 1-3, 2004. Following the site visit, the CCAC forwarded their Assessment Report (received August 6, 2004) which contained both serious

and regular recommendations. The University responded to the CCAC's serious recommendations by the November 8, 2004 deadline and to the regular recommendations by the February 8, 2005 deadline. It is anticipated that the University of Manitoba will be advised of their compliance status with CCAC by the end of April 2005.

3. Conducted the fall meeting of the committee on November 5, 2004. Verbal reports from the Chairs of the PMRCs, the ESC and the IPC were heard. In addition to the verbal reports, the 2004 facilities inspection reports and co-ordinating responses from the animals holding facility were reviewed. Other business included:
  - i Reporting of the increase in veterinary services staff to include a .4 Director, Animal Care and Use Program, and an additional full-time clinical veterinarian. Veterinary Services now consists of a .4 Director, 2 full-time clinical veterinarians, two full-time animal health technician practitioners, and a full-time lab animal training co-ordinator.
  - ii Reporting of approximately \$250K spent on facilities infrastructure upgrade requirements as identified by the animal holding facilities/faculties to the IPC.
  - iii Further consideration of the possible implementation of a dog walking and animal adoption program.
3. The spring 2005 meeting of the SCAC will be held on April 20, 2005. The meeting will focus on the receipt and review of reports on the activities of the PMRCs (Fort Garry and Bannatyne Campus), the ESC, the IPC, and the activities of the Local Animal Users Committees (LAUCs). The SCAC will also review the recommendations presented for new and renewed PMRC membership.

Respectfully submitted,



Dr. Digvir S. Jayas, Associate Vice-President (Research)  
and Chair, Senate Committee on Animal Care

Preamble

1. The terms of reference for the Senate Committee on Appeals are found on page 10.16 of the *Senate Handbook* (Rev. 1992).
2. The Committee is charged to hear and determine appeals from:
  - a) decisions made by academic administrators involving Senate regulations in which faculty or school councils have no jurisdiction; and
  - b) appeals against decisions taken by Awards Selection Committees of faculties and schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations

1. Members of the Committee for 2003-2004 were, Dean. D. Hrycaiko (Physical Education and Recreation Studies), Dean. J. deVries (Dnetistry), Dean. J. Weins (Education), Professor. B. Stimpson (Engineering), Professor A. Young (Arts), Professor C. Mossman (Management), Professor J. Page (Science), Professor M. Robinson (Counselling Services), Professor W. Watson, Professor P. Patterson, Dean L. Rivard, (St. Boniface College), Ms. O. Fumuyide, (Student), Mr. G. Kilbrai (Student), Ms. C. Stebeleski, Mr. A. Mohamed (Student), Mr. C. Van De Kerchove (Student), Ms. R. Jaramilla. Ahorro (Student), Mr. R. Lafond (Student) and Dr. J. Hoskins as Chair.
2. Sections 10.3.1 of the *Handbook* outlines the requirement that all standing committees of Senate prepare an annual report to be represented normally at the May meeting of Senate. The Senate Committee on Appeals is one which reports to Senate on an ongoing basis as appeals are heard. These reports, which are contained in the Senate minutes are summarized below:

During the period from April 1, 2004 to March 31, 2005 the Committee received 14 appeals with 8 being heard during this time period.

FACULTY	DECISION
Arts	denied
Arts	denied
Law	denied
Medicine	granted
Medicine	withdrawn
Pharmacy	withdrawn
St. Boniface	granted
Science	granted

Respectfully submitted,

Dr. J.A. Hoskins, Chair  
Senate Committee on Appeals

April 7, 2005

**Annual Report of the Senate Committee on Approved Teaching Centres**

**Preamble**

The Terms of Reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on pages 10.10 and 10.11 of the *Senate Handbook*.

**Observations**

1. The current Approved Teaching Centres are:

Prairie Theatre Exchange  
William and Catherine Booth College

2. In 2004-2005 the SCATC conducted its regular spring business of reviewing cross-registered courses to be offered by the Approved Teaching Centres, together with the proposed instructors, and recommending the same to Senate at its June meeting.

Respectfully submitted,

Senate Committee on Approved Teaching Centres

/jml



April 14, 2005

ANNUAL REPORT OF THE SENATE COMMITTEE ON AWARDS

1. The Committee met eight times between May 1, 2004 and April 30, 2005 (in the same time period last year, we met nine times).
2. The terms of reference for the Senate Committee on Awards are found in the Senate Handbook on pages 10.10-10.11.
3. The Committee members are:

Professor R. Baydack, Faculty of Environment (Chair of the Committee)  
Professor D. Punter, Faculty of Science  
Acting Dean D. Smyth, Faculty of Graduate Studies (or his designate)  
Professor B. Ferguson, Faculty of Arts  
Professor C. Ateah, Faculty of Nursing  
Professor A. Louka, Faculty of Dentistry  
Ms. S. Hatcher, Aboriginal Focus Programs  
C. Van De Kerckhove, Student, Natural Resources Institute  
V. Ezeogbulafur, Student, Faculty of Arts  
Mr. P. Dueck, Director, Enrolment Services  
Ms. C. Richardson, Awards Selection Coordinator, Enrolment Services  
Ms. D. Kaspersion, Awards Establishment Coordinator, Enrolment Services /  
Private Funding (Secretary of the Committee)

OBSERVATIONS

1. 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)
2. The Committee reported to Senate on the following:

- (a) the approval of 80 new awards (compared to 73 new awards last year);
- (b) the approval of amendments to 104 existing awards (compared to 90 amendments to existing awards last year);
- (c) the withdrawal of 15 awards previously approved by Senate (compared to 11 withdrawals last year).

3. There were five requests (compared to six last year) for exemptions to the University policy on Non-Acceptance of Discriminatory Bursaries and Scholarships. The Committee continues to monitor requests for special consideration of acceptance of awards in this category.

Respectfully submitted,

*Diana Kaspersion (for)*

R. Baydack, Chair  
Senate Committee on Awards

April 7, 2005

## **Annual Report of the Senate Committee on the Calendar**

### **Preamble**

1. The terms of reference for the Senate Committee on the *Calendar* are found in Section 8.20 of the *Senate Handbook* (revised 2000).
2. The Committee is charged with preparing the University Calendars and providing advice on matters referred to it concerning the University Calendars.

### **Observations**

1. Members of the Committee for 2004-2005 were: Professor P. Hultin (Science), Ms. J. Horner (Libraries), Ms L. Hamilton (*Calendar* editor), Ms. T. Hunt (student), Mr. N. Marnoch (Director of Student Records), Dean A. Secco (Graduate Studies), and Mr. J. Leclerc as the Chair.
2. The Committee did not meet during the reporting period. However, the *ad hoc* Working Group on the Calendar and Registration Guide, a group formed by the Senate Committee on the Calendar, has met during the past year to discuss technical issues relating to the production of the Calendar and the Registration Guide.

Respectfully submitted,

Mr. Jeff M. Leclerc, Chair  
Senate Committee on the *Calendar*



## **Annual Report of the Senate Committee on Curriculum and Course Changes**

### **Preamble**

The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found in Section 8.21 of the *Senate Handbook* (revised 2000). SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".

### **Observations**

1. Members of the Committee for 2004-2005 were: Professor G. Robinson (Science), Professor H. Davidson (Continuing Education), Professor J. Cooper (Medical Rehabilitation), Professor D. Stewart (Arts), Professor J. Bond (Human Ecology), Dr. R. Lobdell (Vice-Provost (Programs)), Ms. J. Horner (Libraries), Mr. A. More (student), Ms. H. Thompson (student), Ms. N. Steffenini (student) and Professor B. Dronzek (Agricultural and Food Sciences) as Chair.
2. During the reporting period the Committee reported to Senate on:
  - May 12, 2004
    - course changes from departments totaling less than nine credit hours in various faculties and schools.
    - program proposal for a Bachelor of Allied Health Sciences (Diagnostic Cytology)
    - program proposal for a Bachelor of Science in Physical Geography
    - program proposal for a Joint Honours program in Computer Science and Physics and Astronomy
    - program proposal for a Joint Honours program in Mathematics and Economics
    - program proposal for a Joint Honours program in Statistics and Economics
  - September 1, 2004
    - minor course changes from the Faculty of Management.
  - November 3, 2004
    - program proposal for a Bachelor of Science in Textile Science
  - December 1, 2004
    - course changes from departments totaling less than nine credit hours in various faculties and schools
    - course changes from departments totaling more than nine credit hours in various faculties and schools
  - January 5, 2005
    - minor course changes from the Faculty of Environment, Earth, and Resources
  - March 2, 2005
    - changes in the designation of courses and subject areas.

April 6, 2005

- program proposal for a General and Advanced B.A. Major in Italian Studies
- program proposal for a B.A. in International Studies, Collège Universitaire de Saint-Boniface

Supporting documentation for these reports is available for inspection in the Office of the University Secretary (312 Administration Building) upon request.

Respectfully submitted,

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

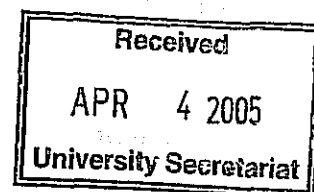
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**ANNUAL REPORT OF THE SENATE COMMITTEE ON THE ETHICS OF RESEARCH  
INVOLVING HUMAN SUBJECTS (SCERIHS)**  
for the period May 2004 to April 2005

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The **Senate Committee on the Ethics of Research Involving Human Subjects (SCERIHS)** consists of:

Peter Cattini, Associate Vice-President (Research), (*ex-officio*), Chair  
Michael Thomas, Faculty of Arts  
Denny Smith, Faculty of Dentistry  
Brian Rice, Continuing Education  
Harvy Frankel, Faculty of Social Work  
Sandra Ingram, Faculty of Engineering  
Sam Cowling, Faculty of Graduate Studies (graduate student)  
Ismail Yumkella, Faculty of Nursing (undergraduate student)  
Natalie Froese (community representative)  
John Irvine, Faculty of Law



and, **Research Ethics Boards (REBs) Chairs (*ex-officio*)**, appointed by SCERIHS:

Nick Anthonisen (Faculty of Medicine), Chair of **Biomedical Research Ethics Board (BREB)**  
Ken Brown (Faculty of Medicine), Chair of **Health Research Ethics Board (HREB)**  
Stan Straw (Faculty of Education), Chair of **Education/Nursing Research Ethics Board (ENREB)**  
Wayne Taylor (Faculty of Arts), Chair of **Joint-Faculty Research Ethics Board (JFREB)**  
Bruce Tefft (Faculty of Arts), Chair of **Psychology/Sociology Research Ethics Board (PSREB)**

1. The EPIC sub-committee (Ethics Policy Implementation Committee) met three times between April 1, 2004 and March 31, 2005. The sub-committee consists of the five REB chairs and is chaired by Dr. Peter Cattini. Members of EPIC continue to investigate ways to provide educational opportunities for both reviewers and researchers alike, in an effort to improve the protocol submission and review process. Throughout the year the Human Ethics Coordinator and various Chairs attended or presented at the request of various committees and groups on campus. The EPIC sub-committee met in response to issues as they occurred, and was available as a resource for the many questions that arose during the year.
2. There were no instances of non-compliance with Policy #1406 (The Ethics of Research Involving Human Subjects) during the 2004 - 2005 year.
3. The REBs meet and review protocols on a monthly basis. The two Bannatyne Campus REBs reviewed 422 protocols between January 1 and December 31, 2004. The three Fort Garry Campus REBs reviewed 396 protocols between January 1 and December 31, 2004.

Respectfully submitted

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

Dr. Peter Cattini, Associate Vice-President (Research)  
and Chair, Senate Committee on the Ethics of Research Involving Human Subjects

April 13, 2005

## Annual Report of the Senate Committee on Honorary Degrees

### Preamble

The terms of reference for the Senate Committee on Honorary Degrees are found in Section 8.25 of the *Senate Handbook* (revised 2000).

### Observations

1. The membership of the Committee for 2004-2005 included: Dr. E. J. E. Szathmáry (President), Ms. A. Aziz (President of UMSU), Dr. B. Macpherson (President of Alumni Association), Prof. J. Stapleton (St. Paul's College), Professor J. E. Cooper (Medicine), Dean Ruth (Engineering), Dr. T.E. Anna (Arts), Mr. E. B. Pollard (community representative) and Dr. W. Norrie (Chancellor) as Chair.
2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, special convocations, and the naming of buildings, parts of buildings, roadways and special units.
3. During the period April, 2004 to April 2005, the Committee reported to Senate on five occasions: April 20, 2004, June 10, 2004, June 30, 2004, November 15, 2004, and April 12, 2005. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Dr. W. Norrie, Chair  
Senate Committee on Honorary Degrees

Terms of Reference: *Senate Handbook* (revised 2000), Section 8.25.

/cpk

## Annual Report of the Senate Committee on Instruction and Evaluation

### Preamble:

The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook* (revised 2000).

### Observations:

1. Members of the Committee for 2003-2004 were: Dr. S. Arntfield, Dr. G. Baldwin, Dr. C. Kristjanson, Dr. J. Long, Dean A. Percival, Dr. M. Pritchard, Dr. J. Rempel and Dean A. Secco (until December 31, 2004). *Ex-officio* resource members of the Committee were: Dr. D. Kirby, Mr. S. Greenberg, Dr. L. Smith, and Ms. Erin Prosser.
2. The Committee met on two occasions during the reporting period, December 3, 2004 and March 16, 2005.
3. At its meeting on December 3, 2004, the Committee approved the report of the sub-committee investigating the use of software to detect plagiarism.
4. At its meeting on March 16, 2005, the Committee:
  - a. endorsed the proposal for "Option 4" Entry to University 1;
  - b. recommended changes to Policy 1305 (Examination Regulations) concerning the use of handheld devices such as PDAs and cellular telephones;
  - c. recommended changes to the policy concerning deferred examinations in pre-requisite courses.

Respectfully submitted,

Dr. Karen R. Grant, Chair  
Senate Committee on Instruction and Evaluation



UNIVERSITY  
OF MANITOBA

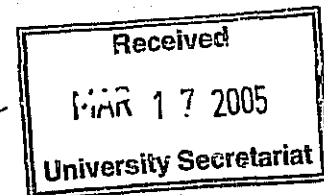
Faculty of Medicine

Office of the Dean  
Room 260 Brodie  
727 McDermot Avenue  
Winnipeg, Manitoba  
Canada R3E 3P5  
Telephone (204) 789-3557  
Fax (204) 789-3928

To: Mr. Jeff Leclerc  
University Secretary

From: Dr. Judy E. Anderson, Ph.D.  
Associate Dean (Academic)

Date: March 14, 2005



**Re: Senate Committee on Medical Qualifications – Dr. Michael Salman**

At a meeting held on October 5, 2004, the Senate Committee on Medical Qualifications (SCMQ) considered the abovenamed physician's eligibility for registration and licensure with the College of Physicians and Surgeons of Manitoba under Section 64 of the Medical Act. Dr. Salman was being recruited by the Department of Pediatrics and Child Health, Section of Pediatric Neurology.

In attendance at the SCMQ meeting were:

Dr. J. Anderson, Chair  
Dr. S. Barakat  
Dr. K. Grant  
Dr. B. Kirk  
Dr. W. Pope

Dr. A. Chochinov could not attend this meeting, but had submitted his positive recommendation.

Dr. Salman received his medical undergraduate training in the UK and was licensed there as a member of the Royal College in June 1993. He took a Diploma in Child Health in April 1994 and completed a M.Sc. at the Institute of Child Health at the University of London in 1997. He completed 4 years of residency training in pediatric neurology at the Hospital for Sick Children at the University of Toronto (1998-2001), and was certified in Pediatrics and Pediatric Neurology in April 2002 in the U.K. From 2000 to the present, he did a clinical and research fellowship at Toronto Western Hospital where he is recognized a PhD Candidate.

After considering Dr. Salman's C.V., letters of reference, and consideration of a telephone interview I had with Dr. Salman, the SCQM unanimously recommended Dr. Salman for licensure and registration under Section 64 of the Medical Act and the Senate be so notified.

Annual Report of the Senate Committee on Nominations

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Preamble

1. The Terms of Reference for the Committee are found in Section 8.31 of the *Senate Handbook* (online version).
2. The Senate Committee on Nominations is responsible for recommending academic staff and student nominees for standing, *ad hoc* and special committees of Senate, as well as recommending Senate representatives on other University committees and outside boards. The Committee's recommendations are forwarded to Senate for consideration and approval.

Observations

1. Members of the Committee for 2004-2005 were: Dr. D. Hrycaiko, Professor R. Burleson, Dr. W. Christie, Dr. W. Kops, Dr. N. Hunter, Dr. D. Bracken, Professor A. Tate, Dean D. Collins, Professor A. Young, Ms. Cathy Van De Kerckhove, Mr. Shamsul Islam and Dr. B. Dronzek as Chair.
2. The Committee reported to Senate at the June 30, 2004 Senate meeting to consider academic staff nominees for vacancies on standing committees of Senate.
3. The Committee reported to Senate at the September 1, 2004 Senate meeting to consider nominees for two Senate positions on the Advisory Committee for the Appointment of the University Secretary.
4. Student nominees for standing committees of Senate are prepared by a special sub-committee. Membership of the sub-committee includes three members of the student Senate caucus, three members of UMSU Council and the President (or designate) of UMSU. A list of nominees was received from this group and recommendations were made by the Senate Committee on Nominations at the October 6, 2004 and November 3, 2004 meeting.

Respectfully submitted,

Dr. B. Dronzek, Chair  
Senate Committee on Nominations

/sr

**Annual Report of the Senate Planning and Priorities Committee -  
April 1, 2004 to March 31, 2005**

**Preamble**

The terms of reference for the Senate Planning and Priorities Committee are found in section 8.32 of the *Senate Handbook*.

**Observations**

1. Membership of the Committee during the reporting period included:

**Elected by Senate:**

Prof. J. Svenne (Chair to June, 2004)  
Prof. N. R. Hunter (Chair from June, 2004)  
Prof. A. Angel  
Prof. M. Bartell  
Prof. M. Gabbert  
Prof. R. Menzies  
Prof. A. Tate

Prof. D. Bailis  
Ms. A. Ducas  
Prof. N. R. Hunter  
Prof. B. O'Neill  
Prof. J. Long

**Student Members:**

Mr. G. Singh  
Ms. A. Aziz

Ms. M. Serbin

**Ex-officio Members:**

Dr. R. Lobdell Vice-Provost (Programs) – designate for President  
Prof. K. Grant, Vice-Provost (Academic Affairs)  
Ms. D. McCallum, Vice-President (Administration)  
Dr. D.R. Morphy, Vice-Provost (Student Affairs)  
Dr. D. Jayas, Associate Vice-President (Research) – designate for VP (Research)

2. The work of the Committee is carried out by three subcommittees:

Program and Curriculum Planning - chaired by D. Bailis  
Space Planning - chaired by A. Tate  
Finance Planning - chaired by N. R. Hunter

3. During the period April 1, 2004 to March 31, 2005, the Senate Planning and Priorities Committee met on eleven occasions; April 5, May 25, July 26, August 30, September 20, October 25, and November 15 (2004), January 10, January 24, February 7 and February 28, 2005.
4. The Chair of SPPC and the members of the Finance Planning subcommittee are members of the President's Budget Advisory Committee (BAC). This committee



contributed to discussion of the University Budget on several occasions throughout 2004 and 2005. These involved extensive presentations from all budget units, academic and administrative, at the University. The Committee has had an opportunity to provide input on the University's budget at each step of the resource allocation process. The Committee has had the opportunity to review faculty priorities in the context of University planning and resource allocation. The Committee also commented on the list of capital priorities.

5. I wish to thank the members who served on SPPC during the period covered by this report for their hard work, enthusiasm and dedication to the task. I also thank the University senior administration for attending meetings and providing the Committee with all pertinent information.

Respectfully submitted,

Norman R. Hunter, Chair  
Senate Planning and Priorities Committee

/jml

Preamble

The terms of reference for the Committee on Rules and Procedures are found on page 10.22 of the *Senate Handbook* (1993).

1. The Committee is charged with providing advice and making recommendations to Senate on:
  - (a) proposed rules and procedures governing Senate and its Standing Committees; and
  - (b) proposed amendments to Faculty/School Council Bylaws.
3. On behalf of Senate, the Committee reviews new or amended bylaws proposed by department councils prior to consideration by a Faculty or School Council.

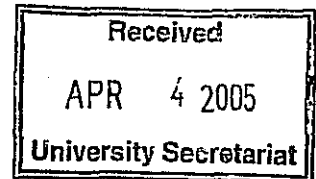
Observations

1. Members of the Committee for the 2004-2005 were: Dr. J. Long (Education), Dr. A. Percival (Continuing Education), Dean H. Sector (Law), Ms. E. Prosser (Student) and Dr. A. Secco as Chair.
2. Requests to consider amendments to Department Council Bylaws were received from the Programs and Planning Committee of the Faculty of Graduate Studies, departments of Pharmacology and Therapeutics, Human Anatomy and Cell Science, Community Health Sciences, Medical Education, Physical Therapy and Natural Resources Institute; comments were solicited from the Committee members and relayed to the appropriate individuals.
3. Requests to consider changes to Senate Governing Documents were received regarding the Faculty of Environment Student Representation.

Respectfully submitted,

Dr. A. Secco, Chair  
Senate Committee on Rules and Procedures

SENATE REPORT ON UNIVERSITY RESEARCH  
For the period May 2004 - April 2005



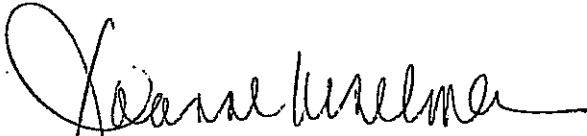
During May, 2004 to April 2005, the Senate Committee on University Research (SCUR):

1. Learned of the establishment of the Aquatic Biology Research Group.
2. Received confirmation of Provincial matching funding in regard to successful CRC/CFI awards and CIHR/RPP grants.
3. Received up-dates regarding the on-going transformation of SSHRC.
4. Approved the composition of the Rh Award Selection Committee for the 2004 Winnipeg Rh Institute Foundation Award.
5. Received status reports on the Canada Foundation for Innovation competitions and results.
6. Learned of the recipient of the Winnipeg Rh Institute Foundation Award for the year 2004: Dr. Gerald Friesen, Distinguished Professor, Department of History.
7. Reviewed and recommended to Senate the continuation of the following centres/institutes for a five-year term: Centre for Hellenic Civilization, Centre for Research and Treatment of Atherosclerosis.
8. Received status reports on the Canada Research Chairs Program allocation and nominations.
9. Approved the composition of the Rh Awards Selection Committee for the 2004 Winnipeg Rh Institute Awards.
10. Learned of the successful candidate in connection with the Executive Director, Technology Transfer position: Mr. Garold Breit.
11. Reviewed discussion paper provided by Dr. Michael Freund on "Strategies for Supporting and Building Cross-Faculty and Interdisciplinary Research Facilities".
12. Received the results for the University Research Grants Program and UM/SSHRC Awards for the October 2004 competition.
13. Learned of the Year 2004 recipients of the Winnipeg Rh Institute Awards: Drs. Kees Plaizier, Department of Animal Science; Patricia Martens, Department of Community Health Sciences; Enrique Fernández, Department of French, Spanish, Italian; Dr. Roberta Woodgate, Faculty of Nursing; Scott Kroeker, Department of Chemistry; Jitender Sareen, Department of Psychiatry.

14. Reviewed Federal Budget 2005 highlights.

The committee membership list for 2004/05 is attached for information.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Joanne Keselman". The signature is fluid and cursive, with a large initial "J" and a long horizontal stroke at the end.

Joanne C. Keselman  
Vice-President (Research) and  
Chair, Senate Committee on University Research

# SENATE COMMITTEE ON UNIVERSITY RESEARCH: Membership - 2004/05

Phone #

CHAIR	Dr. Joanne C. Keselman Vice-President (Research)	9404
EX-OFFICIO	Dr. Emőke J. E. Szathmáry President and Vice-Chancellor	9345
	Dr. Karen Grant Vice-Provost (Academic Affairs) (Designate for VP (Academic))	9051
	Dr. Digvir Jayas Associate Vice-President (Research)	6860
	Dr. Peter Cattini Associate Vice-President (Research)	9568
	Dr. Don Smyth, Acting Dean Faculty of Graduate Studies	7207
(Non-voting)	Ms. Barbara Crutchley Director, Research Grant and Contract Services	9373
(Non-voting)	Ms. Nancy Klos Research Development Manager (Bannatyne Campus)	3672
MEMBERS/TERMS		
	Dr. Johann de Vries, Dean (05/06) Faculty of Dentistry	3249
	Dr. Doug Ruth (05/05) Dean, Faculty of Engineering	9806
	Dr. David Collins (05/07) Dean, Faculty of Pharmacy	8794
	Dr. Michael Trevan (05/06) Dean, Faculty of Agricultural and Food Sciences	9380
	Dr. Jim Davie (05/05) Department of Biochemistry & Medical Genetics	787-2137
	Dr. David Barber (05/05) Department of Geography	9081
	Dr. Mary Kinnear (05/06) Department of History	8129

Dr. Rick Linden (05/06)  
Department of Sociology 8457

Dr. Peter Watson (05/05)  
Department of Pathology 789-3435

Dr. Don Fuchs (05/07)  
Faculty of Social Work 7879

Dr. Rachael Scarth (05/07)  
Faculty of Agricultural and Food Sciences 6082

Dr. Michael Freund (05/06)  
Department of Chemistry 8772

STUDENTS Graduate Students' Association  
Mr. Suresh Neethirajan (10/06)  
Mr. Guillermo Bellido (10/06)

SECRETARY Mrs. Gail Cornock  
Office of the Vice-President (Research) 7859

OBSERVER Ms Carolynne Presser  
Director, Libraries 8749

Revised 07/04

End of term is shown in brackets for each Senate-appointed member

c.c. material to: J. Leclerc  
A. Simms

April 27, 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**

Dean David Witty will be the Speaker for the Executive Committee for the May meeting of Senate.

#### **2. Nominations to the Senate Committee on Nominations**

The report of the University Secretary on the Senate Committee on Nominations is attached. Members of the Committee are nominated by the Senate Executive Committee and elected by Senate (see recommendation below).

#### **3. Comments of the Executive Committee of Senate**

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

### **Recommendation**

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate for three-year terms ending May 31, 2008:

- a) Dr. Arlene Young (Senator) (Re-appointment), representing Arts
- b) Dr. Emily Etcheverry (Senator), representing Medicine and Dentistry
- c) Dr. Mary Brabston (Senator), representing Management and Continuing Education.

Respectfully submitted,

Dr. Emőke Szathmáry, Chair  
Senate Executive Committee

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

/nis

## Vacancies on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved without debate the following area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries. The membership at April 18, 2005 is as follows:

1.	Agriculture & Human Ecology	B.L. Dronzek*	to	2006
2.	Architecture & Engineering	A. Tate*	to	2007
3.	Arts	A. Young*	to	2005
4.	Science	N. Hunter	to	2007
5.	Law & Pharmacy	D. Collins*	to	2007
6.	Medicine & Dentistry	W. Christie*	to	2005
7.	Education & Physical Education	D. Hrycaiko*	to	2006
8.	Management & Continuing Education	W. Kops	to	2005
9.	Music, Fine Arts, NRI & Libraries	R. Burleson*	to	2006
10.	Nursing, Social Work & Counselling Service	D. Bracken	to	2007
11.	Students (2)	C. Van De Kerckhove	to	2005
		S. Islam	to	2005

\* denotes member of Senate at time of appointment

The terms for Professors Young, Christie, and Kops are ending on May 31, 2005. Consequently, replacements are required for the following areas (all are three-year terms):

1. Arts
2. Medicine and Dentistry
3. Management and Continuing Education

The composition of the Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since seven of the academic members currently on the Committee are Senators, and two of those members' terms are ending, one of the replacements will have to be a member of Senate at the time of election to the Senate Committee on Nominations.

S:\Governance\SENATE\SENATE COMMITTEES\Correspondence\SEN - EXEC\scnvacancies05.wpd



April 4, 2005

**Report of the Senate Planning and Priorities Committee on a proposed site location for a new building for an Aboriginal Student Centre**

**Preamble**

1. The Terms of Reference for the Senate Planning and Priorities Committee (SPPC) are found in section 8.32 of the *Senate Handbook*, wherein SPPC is charged to make recommendations to Senate regarding physical plant development.
2. The Chair of the Space Planning sub-committee of SPPC met and reported to SPPC on a proposed site location for the Aboriginal Student Centre to be located on the Fort Garry Campus.

**Observations**

1. This proposal calls for the construction of a 21,000 square foot building to house the Aboriginal Student Centre on Curry Place directly West of the Education Building.
2. The new building is required to provide more accommodation for Aboriginal students than currently occupied in University Centre. The building works will be funded initially through the proposed capital debt issue but would eventually be covered by donations.
3. The proposed building will facilitate the achievement of the University's strategic objectives with respect to being the University of choice for Aboriginal students.
4. The proposed site is one of 10 sites originally considered for this facility. Its particular benefits are adjacency to the Education Buildings; proximity to Parkade; conformity with the Campus Plan, and feasibility of long term connection to tunnel system. The southern facade of the building is intended to align with the facade of the Helen Glass Building
5. The proponents are aiming for tenders for the construction contract to be invited towards the end of 2005 with a view to construction works beginning in Spring 2006. Access to the site can be obtained along Sidney Smith Street and traffic circulation should not be adversely affected during construction of the project.
6. With regard to human and vehicular traffic, the proximity of the site to the Parkade and the opportunity for its eventual connection to the campus-wide tunnel system make this a beneficial location.
7. The structure is deemed to be permanent and the design is intended to reflect the importance of its setting adjacent to Curry Place, and in a location close to the centre of the Fort Garry Campus.

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

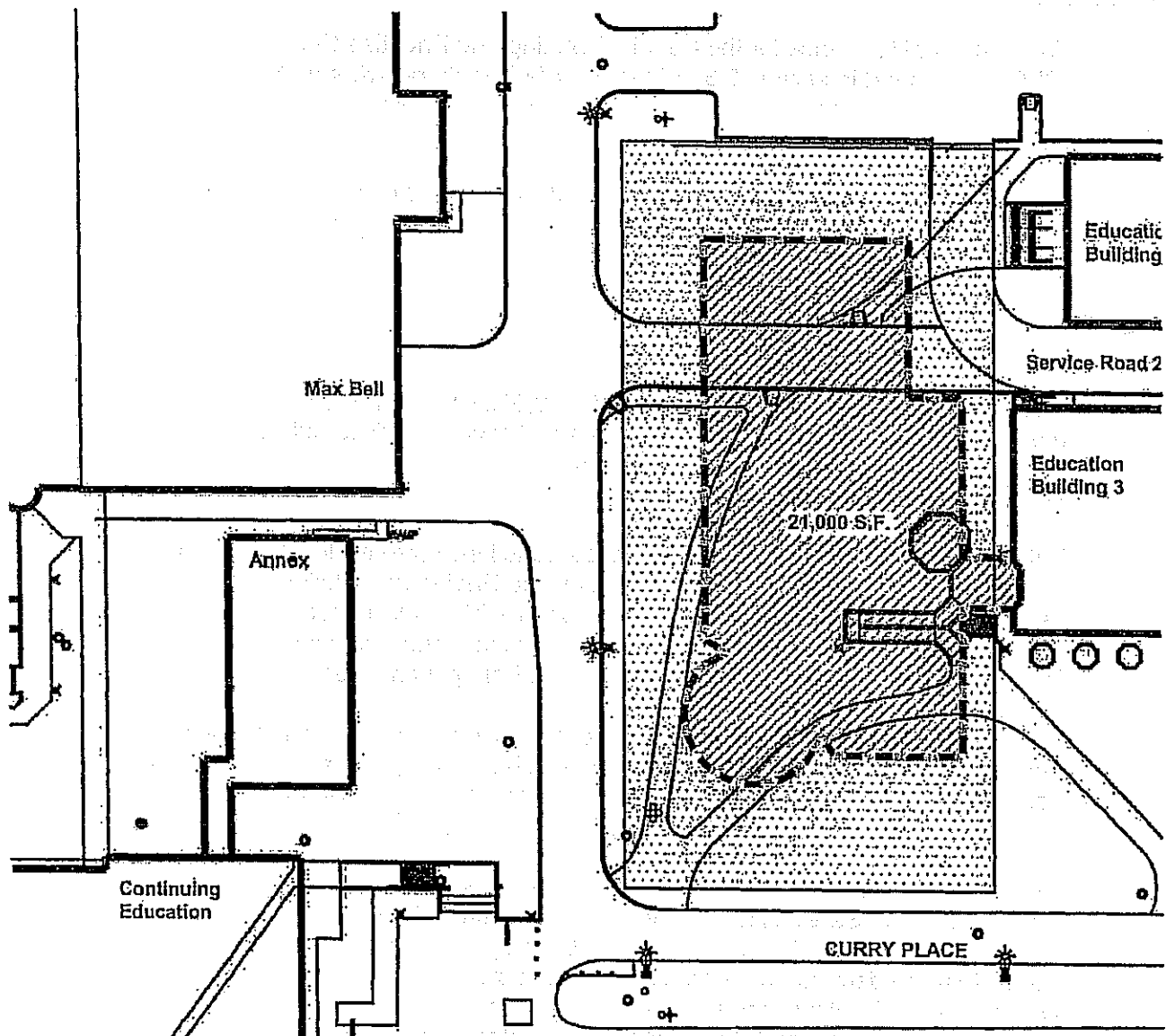
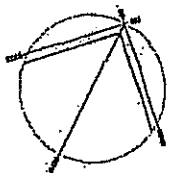
**Recommendations:**

SPPC recommends that the Senate approve and recommend that the Board of Governors approve the site for the Aboriginal Student Centre on Curry Place directly west of the Education Building.

Respectfully submitted,

Norman Hunter, Chair, Senate Planning and Priorities Committee  
Alan Tate, Chair, Space Planning Sub-committee

/jml



UNIVERSITY  
OF MANITOBA

PROJECT:

**ABORIGINAL CENTRE - SITE STUDY**

SHEET:

Study Site #1  
Curry Place adjacent Education Complex

DWG. NO.

**AS-1**



Physical Plant 89 Freedman Crescent Winnipeg, MB

DESIGN:

W. Schellenberg

DRAWN:

D. Miller

DATE:

Jan. 8, 2004

SCALE:

- 87 -

REQUISITION NO. & PROJECT NO.:

FILE NUMBER:

**Report of the Senate Planning and Priorities Committee on a proposed site location for a new building for a Visitor Centre (with facilities for Public Affairs, Security Services and Parking Services)**

**Preamble**

1. The Terms of Reference for the Senate Planning and Priorities Committee (SPPC) are found in section 8.32 of the *Senate Handbook*, wherein SPPC is charged to make recommendations to Senate regarding physical plant development.
2. The Chair of the Space Planning sub-committee of SPPC met and reported to SPPC on a proposed site location for the new building on the Fort Garry Campus to replace the current Visitor Centre.

**Observations**

1. This proposal calls for the construction of a 10,000 square foot building to house the Visitor Centre, Public Affairs, Security and Parking Services building on northern side of junction of University Crescent and Dafoe Road West, on the site of the current visitor centre.
2. This new building required to accommodate functions currently located in mould-affected Services Building (between Russell and Engineering Buildings) and to replace existing, wood-clad 1970's Visitor Centre. The building works will be funded initially through the revenue-bearing portion of the proposed capital debt issue and funded in the longer term by income from parking fees.
3. This proposed building will not have any direct academic uses, but it will help to improve services to visitors to the campus and hence meet the aim of making the campus more accessible to its wider public. It will also enable Campus Security to direct emergency services more effectively.
4. With regard to human and vehicular traffic, the proposal has strategic value in locating Security Services at entrance to campus and will contribute to a slight reduction of traffic on Dafoe Road east of University Crescent. It will, however, generate more demand for at-grade pedestrian crossing of University Crescent. Development will allow improvements to be made to the intersection of University Crescent and Dafoe Road West including the relocation westward of the ingress / egress for Car park U.
5. The structure is deemed to be permanent, particularly relative to the two structures that it will be replacing, the Services Building and the Visitor Centre, and will incorporate a signature component of Tyndall stone.

**Recommendations:**

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

SPPC recommends that the Senate approve and recommend that the Board of Governors approve the site for the Visitor Centre, Public Affairs, Security Services and Parking Services Building at the northern junction of University Crescent and Dafoe Road West.

Respectfully submitted,

Norman Hunter, Chair, Senate Planning and Priorities Committee  
Alan Tate, Chair, Space Planning Sub-committee

/jml



April 4, 2005

**Report of the Senate Planning and Priorities Committee on a proposed site location for a new building for the English Language Centre (ELC) and an expansion of the Physical Plant Building**

**Preamble**

1. The Terms of Reference for the Senate Planning and Priorities Committee (SPPC) are found in section 8.32 of the *Senate Handbook*, wherein SPPC is charged to make recommendations to Senate regarding physical plant development.
2. The Chair of the Space Planning sub-committee of SPPC met and reported to SPPC on a proposed site location for the English Language Centre and an expansion of the Physical Plant Building to be located on the Fort Garry Campus.

**Observations**

1. This proposal calls for the construction of a 10,000 square foot building to house the ELC and a 4,500 square foot expansion of the Physical Plant Building on Freedman Crescent.
2. The new building is required to provide more accommodation for the English Language Centre, as there is increasing demand for ELC programming. The building works will be funded initially through the revenue-bearing portion of the proposed capital debt issue.
3. This proposal will facilitate the offering of better instruction in the English language to the increasing numbers of students – particularly those from overseas – who are not fluent in English.
4. The site was selected because of its proximity to the Oak Room in Taché Hall and the residences – where many of the ELC users are based; it currently forms part of Car Park D and would be relatively straightforward to develop.
5. The development of this site for the ELC also provides an opportunity for expanding Physical Plant Buildings. Current and anticipated levels of development on campus lead to need for more office space and for more shop space to service the increasing number of buildings.
6. The proposed location for the building will leave the opportunity to construct a taller and altogether more significant building(s) with views to the river on the remaining part of Car Park D and / or on Car Park R (on the south side of Freedman Crescent) in the future.
7. With regard to vehicular traffic, the proposed development will remove approximately 15 parking spaces from Car Park D.
8. The proposed structures are deemed to be permanent and to incorporate at least a signature content of Tyndall stone.

**Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.

**Recommendations:**

SPPC recommends that the Senate approve and recommend that the Board of Governors approve the site for the English Language Centre and Physical Plant expansion on Freedman Crescent directly east of the current Physical Plant Building.

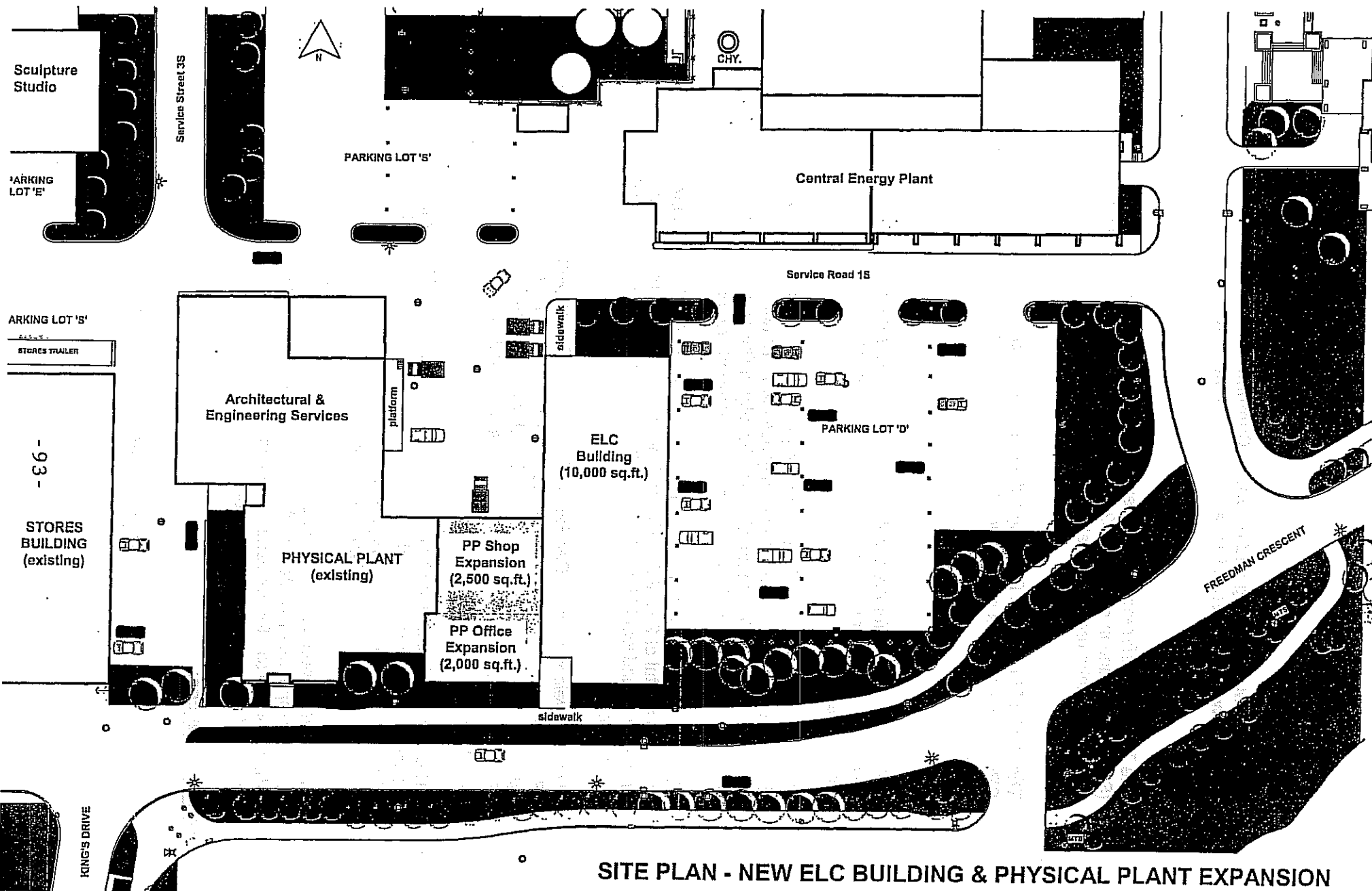
Respectfully submitted,

Norman Hunter, Chair, Senate Planning and Priorities Committee

Alan Tate, Chair, Space Planning Sub-committee

/jml





SITE PLAN - NEW ELC BUILDING & PHYSICAL PLANT EXPANSION

MARCH 29, 2005

**Report of the Senate Planning and Priorities Committee on a proposed site location for a new Parking Structure at the Bannatyne Campus**

**Preamble**

1. The Terms of Reference for the Senate Planning and Priorities Committee (SPPC) are found in section 8.32 of the *Senate Handbook*, wherein SPPC is charged to make recommendations to Senate regarding physical plant development.
2. The Chair of the Space Planning sub-committee of SPPC met and reported to SPPC on a proposed site location for a Parking Structure at the Bannatyne Campus.

**Observations**

1. This proposal calls for the construction of a parking structure (initially on three levels) on a 2,850 square metre footprint at the junction of Tecumseh Street and Bannatyne Avenue.
2. The new structure is required to provide parking facilities for users of buildings on Bannatyne Campus there are currently between 110 and 150 people on the waiting list for permits. In addition, the Faculty of Pharmacy's move to the Bannatyne Campus will provide increased demands for parking services.
3. The proposed site is the northern part of Car Park E. Car Park E currently provides a total of 260 stalls. The parking structure would provide 300 stalls on three levels and would have the capacity for two further levels to be added at a later date.
4. The undeveloped part of Car Park E (between McDermot Avenue and Tecumesh Street, directly west of the Immunology Annex) provides around 100 stalls. It is also intended, following purchase by the University of property adjacent to Car Park H on the other side of McDermot Avenue, for that area to be designated for casual surface parking.
5. The proposal is consistent with the ongoing expansion and intensification of teaching and research functions on the Bannatyne Campus, such as the Pharmacy development. The proposed site is close to expanding teaching and research facilities on the Bannatyne Campus.
6. The development of the Brodie Centre, and the new Pharmacy building promote the development of McDermot Avenue as the focal corridor for the campus and the proposed site for the parking structure is intended to maintain and enhance its qualities consistent with this role.

**Recommendations:**

**Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.

SPPC recommends that the Senate approve and recommend that the Board of Governors approve the site for the Parking Structure at the Bannatyne Campus at the junction of Tecumseh Street and Bannatyne Avenue.

Respectfully submitted,

Norman Hunter, Chair, Senate Planning and Priorities Committee  
Alan Tate, Chair, Space Planning Sub-committee

/jml



### Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies (FGS) has the responsibility of considering modifications to existing graduate programs and to make recommendations to FGS Council. PPC met on January 24, 2005 and made the following recommendation regarding the modification to the Ph.D. program in the Faculty of Social Work.

### **Observations**

1. The Faculty of Social Work has been reviewing the curriculum of their Ph.D. program since September 2003. A working committee made a number of recommendations to modify the current Ph.D. program. The modifications were approved by their Faculty Council in November 2004.
2. Admission requirements remain unchanged. The two current program streams (Family-focused Intervention & Social Welfare Policy Analysis and Planning) will be eliminated.
3. Course requirements will increase from 18 CH to 27 CH, which is equal to or less than the requirements of most doctoral programs in Social Work across Canada. Courses will be offered on a rotating basis every two years.
4. Candidacy Examination and Thesis requirements will remain unchanged.
5. New Ph.D. students will not be admitted until the proposed changes have been implemented.
6. The proposal received a letter of support from the Faculty of Education.
7. The Library Support Statement indicated that the University of Manitoba Libraries has sufficient resources to support the proposed changes in the Ph.D. curriculum.
8. A summary of the proposed changes including new course proposals and budgetary implications are attached.

### **Recommendation**

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the modifications to the Ph.D. program in Social Work to Senate for approval.

Endorsed by the Faculty Council of Graduate Studies February 28, 2005

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

## Changes to the PhD Program in Social Work

### Background:

The Graduate Program Committee of the Faculty of Social Work established a Working Committee in September 2003 to review the Ph.D. Program. The preliminary objectives set for this review committee were to (a) examine the stated purposes of the program, (b) examine the general structure of the program (courses and delivery model) and make recommendations for change, and (c) examine the appropriateness of content within existing courses and delivery methods. Based on feedback from faculty and current PhD students as well as a review of relevant documentation, this Review Committee recommended changes to the PhD program. These recommendations were approved by the Graduate Program Committee in May 2004 and subsequently were approved in principle by Faculty Council in June 2004. A PhD Implementation Committee was then formed to take the next steps in implementing the changes to the program.

With the help and input of faculty, the Implementation Committee has worked to further develop the recommended changes. Course outlines were initially developed by faculty members particularly knowledgeable in the topic area. Subsequent changes were made following input from all members of the faculty. During November 2004 the proposed courses and program changes were approved by the PhD Committee, the Graduate Program Committee, and Social Work Faculty Council.

The submission includes the following:

- (a) a summary of the proposed program changes,
- (b) a plan to implement the changes,
- (c) a letter of support from the Dean re: the budget implications of the changes,
- (d) course introductions and outlines for the proposed new courses,
- (e) a Statement of Library Support for each course, and
- (f) a letter of support from the Faculty of Education re: the inclusion of 129.745 in the Program.

# Summary of the Current Program and Proposed Changes:

	Current Program	Proposed Program
<b>Admissions Requirements:</b>	<p>MSW with a minimum GPA of 3.0</p> <p>Minimum research competency in qualitative or quantitative methods (although the minimum requirement is one Master's level course in qualitative or quantitative research, applicants are expected to have basic competency in both qualitative and quantitative methods)</p> <p>Evidence of scholarly ability</p> <p>Minimum of 2 years of professional practice in social work</p>	<p>Unchanged from the current program</p>
<b>Streams</b>	<p>Two admission streams:</p> <p>(a) Family-focused Intervention</p> <p>(b) Social Welfare Policy Analysis and Planning</p>	<p>No streams</p>
<b>Course Requirements:</b>	<p>Total of 18 credit hours plus a non-credit thesis seminar:</p> <p><b>Core Courses in Area of Specialization (6 credit hours):</b></p> <p>47.748 Advanced Family-Focused Practice (3 credit hours)</p> <p>And</p> <p>47.749 Advanced Family-Focused Practice with Special Populations (3 credit hours)</p> <p><b>OR</b></p>	<p>Total of 27 credit hours:<sup>1</sup></p> <p><b>Social Work Core Courses (6 credit hours):</b></p> <p>Perspectives on Knowledge for Social Work (3 credit hours)</p> <p>Development of the Social Work Profession (3 credit hours)</p> <p><b>Research Courses (12 credit hours):</b></p> <p>Advanced Qualitative Research in Social Work (6 credit hours)</p>

	<p>47.750 Advanced Practice in Policy Analysis, Planning, and Evaluation – Theoretical Foundations (3 credit hours)</p> <p>And</p> <p>47.751 Advanced Practice in Policy Analysis, Planning, and Evaluation – Applications (3 credit hours)</p> <p><b>Research Courses</b> (9 credit hours):</p> <p>47.745 Advanced Research Methods 1 (3 credit hours)</p> <p>47.746 Advanced Research Methods 2 (3 credit hours)</p> <p>47.747 Advanced Research Methods 3 (3 credit hours)</p> <p><b>Additional Required Courses:</b></p> <p>47.752 Thesis Seminar (non-credit)</p> <p>47.753 Critical Issues in Social Work (3 credit hours)</p>	<p>Advanced Quantitative Research in Social Work (6 credit hours)</p> <p><b>Teaching Requirement</b> (3 credit hours):</p> <p>129.745 Seminar in Post-Secondary Instruction (3 credit hours)</p> <p><b>OR</b></p> <p>An alternative requirement that addresses teaching (3 credit hours)</p> <p><b>Electives</b> (6 credit hours)<sup>2</sup>:</p> <p>One elective in the student's area of specialization (3 credit hours)</p> <p>One additional elective (3 credit hours)</p>
<b>Candidacy Examination:</b>	A major paper and an oral examination of the topic	Unchanged from the current PhD program
<b>Research:</b>	PhD Thesis	Unchanged from the current PhD program
<b>Residency Requirement:</b>	1 – 2 years	2 years

<sup>1</sup> We are proposing a change in credit hours in the program from 18 credit hours (plus a non-credit course) to 27 credit hours. The increase in credit hours was carefully considered by the Program Review Committee and subsequently by the Doctoral Committee, and the Graduate Program Committee. The PhD Review Committee



recommended that given that our program wishes to offer a doctoral degree that prepares researchers and teachers with a high level of social work professional competency, the program of studies should contain adequate numbers of courses to achieve this objective. Feedback from students and faculty indicated that an increase in the number of credit hours was needed to accomplish this goal. It should be noted that 27 credit hours for coursework is equal to or less than the requirements of most doctoral programs in social work in Canada (e.g., University of Calgary - minimum of 27 credit hours; Wilfrid Laurier - 27 credit hours; University of Toronto - 30 credit hours). With this adjustment in total credit hours, expanded opportunity is introduced within the program for electives, reading courses, and tutorials on specialized topics. This will serve to increase flexibility in students' programs of study, and create an opportunity for students to take courses outside of the Faculty of Social Work (which is something that current students reported as highly desirable.)

<sup>2</sup> The PhD Review Committee recommended that students be required to complete two electives. The first elective will be in the student's area of "social intervention" interest. This may span a wide range of social intervention alternatives from "micro" (e.g., family-centred practice) to "macro" (e.g., social advocacy). The second elective is defined as an "open" elective which students may use to advance their specialized study interests.

With the approval of the student's advisory committee, students in the proposed PhD Program will meet the requirements for elective courses in any of the following ways: (a) by completing a course in another faculty or faculties, (b) by completing an existing course in the Faculty of Social Work, (c) by completing a "readings" course with the student's advisor or another faculty member, or (d) by completing a Ph.D. elective seminar offered by the Faculty of Social Work in an area of specialization of interest to students (offered as 47.753 Critical Issues in Social Work).

### **Plan for Implementing the Proposed Changes:**

There is one student in the PhD Program who will not have completed her coursework by the end of this academic year. This student, who is currently on leave from the Program, will have the option of completing the existing program or transferring into the revised program. No new PhD students will be admitted until the proposed changes have been approved.



UNIVERSITY  
OF MANITOBA

Faculty of Social Work  
Dean's Office

521 Tier Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-7050  
Fax (204) 474-7594  
Social\_Work@UManitoba.CA

December 3, 2004

Faculty of Graduate Studies  
University of Manitoba  
500 University Centre

**Re: Budget Implications of the Revised PhD Program in Social Work**

Please be advised that I am both aware and supportive of the proposed changes to the PhD Program in Social Work. These changes are the result of a carefully conducted review process that included input from students and faculty. I believe that they will significantly strengthen the program and make it more attractive to potential students.

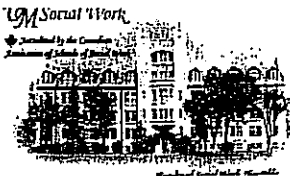
The increase in the number of credit hours from 18 (plus a non-credit one-hour course) to 27 credit hours will not result in additional costs to the Faculty. The increase will be offset by: (a) offering the courses every two years rather than every year; (b) eliminating the two admission areas (and the need to deliver stream-specific courses every year); and (c) introducing elective requirements, which will provide the opportunity for students to take courses from other faculties.

Thank you in advance for your consideration of our proposal. If I can be of any assistance at all, please do not hesitate to contact me.

Sincerely,

Robert Mullaly

Dean and Professor



Tier Building

60<sup>th</sup> Anniversary Celebration  
*Celebrating the Past, Challenging the Future*  
1943-2003

NBSW  
Northern Bachelor of  
Social Work Program  
Thompson



Future Home Inner City Social Work Program



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT SOCIAL WORK	PREPARED BY DIANE HIEBERT-MURPHY	DATE (mm/dd/yyyy) 12/01/2004
---------------------------	-------------------------------------	---------------------------------

**COURSE TO BE INTRODUCED**

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
47.8XX	PERSPECTIVES ON KNOWLEDGE FOR SOCIAL WORK	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) KNOWLEDGE	SPECIFY PRE-REQUISITES (IF ANY)
---	---------------------------------

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

A seminar focusing on the definition, development, legitimization, and transmission of knowledge for social work practice. A range of approaches will be discussed including scientific approaches (logical positivism), post-modern approaches, indigenous and culturally based approaches, and critical approaches.

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

This course is being introduced as part of a revision of the coursework in the Social Work PhD Program. A committee completed a review of the existing PhD Program and recommended changes to the Program. These recommendations were accepted by Social Work's Faculty Council in June, 2004. The introduction of this course is one of the recommended changes.

PROBABLE NO. OF STUDENTS ENROLLING IN THE COURSE: COURSE OFFERING CYCLE: YEARLY  EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES?

*If yes, a statement justifying the overlap must be appended.*YES ☐ NO ☒

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

*If yes, a statement from the Budget Dean must be appended.*YES ☐ NO ☒**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**

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

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN

*Lyn Ferguson*

*R. D. Zullo*



**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT SOCIAL WORK	PREPARED BY DIANE HIEBERT-MURPHY	DATE (mm/dd/yyyy) 12/01/2004
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**COURSE TO BE INTRODUCED**

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
47.8XX	DEVELOPMENT OF THE SOCIAL WORK PROFESSION	3

ABBREVIATED COURSE TITLE (Maximum 15 characters) DEV OF SW PROF	SPECIFY PRE-REQUISITES (IF ANY)
--	---------------------------------

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

A seminar focusing on the development of social work from mainstream and marginalized people's perspectives (including Aboriginal people and women), and its relationship to current professional issues. Historical, ideological, economic, theoretical and political factors will be considered in examining selected fields of practice.

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

This course is being introduced as part of a revision of the coursework in the Social Work PhD Program. A committee completed a review of the existing PhD Program and recommended changes to the Program. These recommendations were accepted by Social Work's Faculty Council in June, 2004. The introduction of this course is one of the recommended changes.

PROBABLE 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**

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

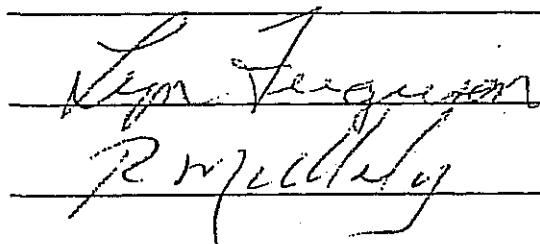
Where necessary, please attach further information on separate pages

**SIGNED APPROVAL**

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN





**PROPOSAL FOR COURSE INTRODUCTIONS**

DEPARTMENT SOCIAL WORK	PREPARED BY DIANE HIEBERT-MURPHY	DATE (mm/dd/yyyy) 12/01/2004
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**COURSE TO BE INTRODUCED**

COURSE NUMBER      COURSE TITLE      CREDIT HOURS

47.8XX	ADVANCED QUALITATIVE RESEARCH IN SOCIAL WORK	6
--------	--	---

ABBREVIATED COURSE TITLE (Maximum 15 characters) ADV QUALITATIVE	SPECIFY PRE-REQUISITES (IF ANY) A grade of "B" or better in a Master's level qualitative research course <i>taken within five years or instructor approval.</i>
---	---

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

A seminar and laboratory course in the understanding and use of a wide range of epistemological and methodological approaches to research related to social work. This will include a focus on the views and practices of Aboriginal peoples, women, and other marginalized persons.
--

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

This course is being introduced as part of a revision of the coursework in the Social Work PhD Program. A committee completed a review of the existing PhD Program and recommended changes to the Program. These recommendations were accepted by Social Work's Faculty Council in June, 2004. The introduction of this course is one of the recommended changes.
---

PROBABLE NO. OF STUDENTS ENROLLING IN THE COURSE:

COURSE OFFERING CYCLE: YEARLY ☐ EVERY TWO YEARS ☒

IS THERE ANY DUPLICATION OR OVERLAP WITH EXISTING COURSES?

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

YES ☒ NO ☐

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

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

YES ☐ NO ☒

#### 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

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

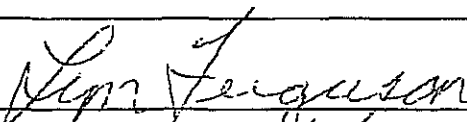
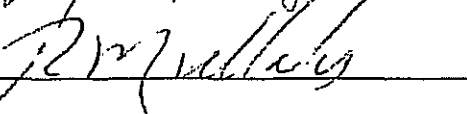
Where necessary, please attach further information on separate pages

#### SIGNED APPROVAL

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN





PROPOSAL FOR COURSE INTRODUCTIONS

DEPARTMENT SOCIAL WORK	PREPARED BY DIANE HIEBERT-MURPHY	DATE (mm/dd/yyyy) 12/01/2004
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COURSE TO BE INTRODUCED

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
47.8XX	ADVANCED QUANTITATIVE RESEARCH IN SOCIAL WORK	6

ABBREVIATED COURSE TITLE (Maximum 15 characters) ADV QUANT	SPECIFY PRE-REQUISITES (IF ANY) A grade of "B" or better in a Master's level quantitative research course taken within five years or instructor approval.
---	--

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

A seminar and laboratory course in the use of multivariate statistics in analysing experimental, quasi-experimental, survey and administrative data related to social policy, social services, and social work practice.
--

STATE REASONS FOR THE INTRODUCTION OF THE NEW COURSE

This course is being introduced as part of a revision of the coursework in the Social Work PhD Program. A committee completed a review of the existing PhD Program and recommended changes to the Program. These recommendations were accepted by Social Work's Faculty Council in June, 2004. The introduction of this course is one of the recommended changes.
---

PROBABLE 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

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

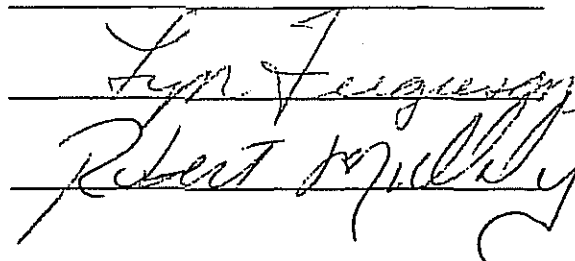
Where necessary, please attach further information on separate pages

#### SIGNED APPROVAL

HEAD OF DEPARTMENT

CHAIR, FACULTY GRADUATE COMMITTEE

BUDGET DEAN





UNIVERSITY  
OF MANITOBA

Faculty of Graduate Studies

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Winnipeg, Manitoba  
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## MEMORANDUM

March 7, 2005

**To:** Mr. Jeff LeClerc, University Senate Office 310 Administration

**From:** Dr. Donald Smyth, Acting Dean, Faculty of Graduate Studies *D. Smyth*

**Subject:** MOTIONS FROM THE FACULTY COUNCIL OF GRADUATE STUDIES:

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The following motions were passed at the Faculty Council of Graduate Studies meeting, February 28, 2005.

**For Approval:**

**MOTION:** that the proposed course deletions be approved by Senate.

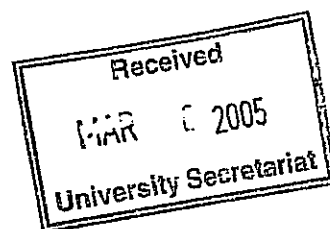
**MOTION:** that the proposed course changes be approved by Senate.

**MOTION:** that the proposed modifications to the Ph.D. in Social Work be approved by Senate.

**MOTION:** that the proposed Ph.D. in Design and in Planning in the Faculty of Architecture be approved by Senate.

/ks

atts.



April 4, 2005

**Report of the Senate Planning and Priorities Committee on the proposed modifications to the Ph.D. Program in Social Work**

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Preamble

1. The terms of reference for the Senate Planning and Priorities Committee are found in section 8.32 of the Senate Handbook, wherein the Committee is charged to recommend to Senate on major academic program changes.
2. The Committee met on April 4, 2005 to consider a proposal from the Faculty of Graduate Studies to modify the Ph.D. program in Social Work.

Observations

1. In the course of a review of the Ph.D. curriculum in Social Work, it was deemed necessary to modify the program. The course requirements will increase from 18 to 27 credit hours. The two streams in the present program will also be eliminated.
2. 18 credit hours of new courses will be introduced: 047.8XX Perspectives on Knowledge for Social Work, 047.8XY Development of the Social Work Profession, Advanced Qualitative Research in Social Work, 047.8XZ, Advanced Qualitative Research in Social Work, and 047.8YY Advanced Quantitative Research in Social Work.
3. The proposed changes will involve no new resources as the courses in the program will be offered in alternate years.

Recommendation

The Senate Planning and Priorities Committee recommends that Senate approved the proposed modifications to the Ph.D. program in Social Work [as endorsed by the Faculty Council of Graduate Studies on February 28, 2005.

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

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### 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 Master of Science program in Environment and Geography.

### Observations

1. The proposed Master of Science program in Environment and Geography is consistent with practices at other Canadian Universities, emphasizing a physical science approach to the discipline.
2. The external review committee endorsed the proposed program, concluding that the program is clearly distinct from the M.A., M.Env. and M.N.R.M. degrees and that the promotional material should illustrate this.
3. The external review committee was concerned that a substantial number of the graduate course offerings in the program are "double-listed" with undergraduate 4<sup>th</sup> year courses, citing that such a practice tends to diminish the credibility of the degree. The unit will address this issue by diminishing this practice in the next few years as more faculty are added to teach in the program.
4. The Library Support Statement indicated that the University of Manitoba Libraries is able to support the proposed M.Sc., provided improvements are made to the monograph collection (at a cost of \$5,800 CDN). The unit is working with the library to improve the collection.
5. The proposal received support statements from The Faculty of Environment, Student Records, IST and from the departments of Chemistry and Soil Science for courses listed in the program.

### Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the Master of Science proposal in Environment and Geography to Senate for approval.

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

## **A Proposal for a Master of Science in Environment and Geography**

October 19, 2004

Prepared by the Dept. of Environment and Geography



## Table of Contents

<b>Program Description</b> .....	1
1.0 Rationale, Objectives and Features.....	1
1.1 Introduction.....	1
1.2 Scientific Basis and Rationale for Degree Proposal.....	1
1.3 Objectives.....	3
1.4 Novel and New Features.....	4
2.0 Context.....	5
2.1 Relevance.....	5
2.2 Demand.....	6
2.3 Program Strengths.....	7
3.0 Specific Details.....	10
3.1 Admission Requirements.....	10
3.2 Program requirements.....	10
3.3 Procedures for Evaluation of Students.....	11
3.4 Transfer Courses.....	11
3.5 Procedures and Regulations Specific to the Program.....	11
3.6 Rationale for the Name of Degree "MSc (Environment and Geography)".....	11
4.0 Resources.....	15
4.1 Human Resources.....	15
4.2 Physical Resources (Space, Equipment and Computer Facilities).....	15
4.3 Library.....	16
5.0 Financial Resources.....	16
5.1 Delivery Costs.....	16
5.2 Student Support.....	16
6.0 Financial Information.....	16

UNIVERSITY OF MANITOBA  
PROPOSAL TO OFFER A MASTER OF SCIENCE  
(ENVIRONMENT AND GEOGRAPHY)

**PROGRAM DESCRIPTION**

**1.0 Rationale, Objectives and Features**

**1.1 Introduction**

The Faculty of Environment was instated on July 1, 2003 with initial program offerings starting in September of 2003. The former Department of Geography and Environmental Science Program (now collectively the Department of Environment and Geography) were among the founding units of this Faculty and have already developed, and are offering the new programs: Bachelor of Environmental Science, Bachelor of Environmental Studies, and Masters of Environment. We expect our proposed BSc (Physical Geography) to be instated in January 2005.

A number of faculty members within the Department (Section 2.3) conduct research within a broad range of environmental and geographical sciences. There exist strong lines of collaboration between these individuals and members of other Faculties on campus, including Engineering, Science and Agricultural and Food Sciences, and with researchers from the Freshwater Institute (DFO, Winnipeg). The Department also houses the Centre for Earth Observation Science (CEOS). CEOS is a Type 1 centre at the University of Manitoba that was founded in 1994 and exists as a teaching and research facility for sciences using geographic technologies, specifically in the areas of remote sensing and Geographic Information Systems (GIS) - collectively termed Geomatics. CEOS is located in the Department of Environment and Geography, but reports directly to the Dean of the Faculty of Environment. It coordinates the Departments GIS teaching lab, maintains the computers and local network, and offers a high calibre computing research environment. The Centre has developed into the premier Geomatics laboratory at the University and provides a strong graduate research environment.

**1.2 Scientific Basis and Rationale for Degree Proposal**

Two levels of discussion can be held regarding the rationale for offering a MSc in Environment and Geography. The first will centre on the background and evolution of the discipline of geography. The second level of discussion is based on the situation specific to the University of Manitoba. This shall be dealt with in this section and in Section 3.7.

Environmental science is an interdisciplinary study of interrelationships among humans, organisms, and their environment. It aims toward developing a scientific understanding of the environment, and negative and positive feedbacks of natural and anthropogenic processes on the environment. It concerns a variety of important issues centered on the environmental quality, including but not limited to the biological, ecological, and human

health effects of pollution, habitat loss, and other natural and societal-related stresses (e.g., climate change).

Geography is the study of the dynamic character, spatial organization and interrelationships among the human and physical characteristics at and near the Earth's surface. A central tenet of geography is that location and spatial interactions are important for understanding a wide variety of physical and human events and processes. Geography is thus an integrative discipline, bringing together a large variety of phenomena and processes in a spatial context that other disciplines treat in isolation. The two major sub-fields of Geography were Human (Geography) and Physical (Geography). Human geographers examine spatial patterns and the organization of human behaviour in order to comprehend the social, cultural, economic and historical processes that have created the landscape. Human geography draws upon other disciplines in the humanities and social sciences to further an understanding of these issues. Human geographers take into consideration people's responses to environmental challenges. Physical geography is concerned with the understanding of the Earth's surface, atmosphere and near-surface environments through an integrated view of these features. It involves the analysis, in time and space, of physical elements and processes that make up the environment, including: energy, air, water, weather, climate, landforms, soils, animals, plants and microorganisms. Physical Geography is an integrative science. Accordingly, there are strong linkages between the science and many disciplines within the physical and natural sciences, in particular, environmental science, Earth and agricultural sciences, chemistry, biology, physics and applied mathematics. The major pillars of the discipline are:

- climatology and meteorology -- the study of processes that maintain and modify the physical and chemical state of the atmosphere, those processes that ultimately shape weather and climate;
- hydrology -- the study of the waters of the earth, their occurrence, distribution and circulation, their chemical and physical properties and their interaction with the environment;
- geomorphology -- the study of forces and processes that shape our landscape;
- soil geography -- the study of processes that affect soil development and properties;
- biogeography -- the study of the relationships between physical and biological systems within and between environments.

The map has been the traditional tool of the geographer for displaying and analyzing spatially referenced information. However, during the past generation a body of distinct methodologies has been developed which support other geographic perspectives. These methodologies are integrated into the field of Geomatics, which includes the sophisticated spatial data collection techniques (e.g. remote sensing), and the analysis and display of spatial processes and phenomena (e.g. computer modelling and computer cartography). Of these new methodologies, the integrative Geographic Information System (GIS) has the greatest spatial analytical capability possessing the ability to display data in the form of modern digital maps that are both dynamic and multidimensional. For those in the field, the scientific content of Geomatics is clear. Distilling information on surface processes and state from remotely sensed data requires:

an understanding of electromagnetic radiation (EMR) and its interaction with Earth elements, including the atmosphere; the dynamic nature of biogeophysical and biochemical properties of the surface volume, and the relationships among EMR interaction, these properties and those surface processes affecting each. Analyzing this information within the GIS environment requires literacy in the mathematical, statistical and computer sciences. Geomatics has emerged as the third major sub-field in Geography.

Researchers in the Department of Environment and Geography at the University of Manitoba conduct research in the areas of meteorology and physical climatology, including: micro- and bio-climatology; hydrology; physical oceanography; climate and environmental change; geomorphology and the related phenomena of natural hazards and disasters; biogeography; aquatic biogeochemistry; ecotoxicology and conservation ecology. Many of the faculty make use of Geomatics to further respective lines of inquiry.

Currently, the Department offers a MA, MEnv and PhD degree. Therefore, science stream students at the Master's level are forced into the MA or MEnv programs, despite the fact that their research is clearly imbedded in the natural and physical sciences. We contrast the various graduate degrees in Section 3.7. It is important that graduate students at the Master's level, who partake in science-based research, be awarded the degree of MSc so they may benefit from the privileges associated with this distinction. This is essential so that our graduate program can remain competitive on the national and international stage. While the MA and MEnv degrees that are offered by our Department service a niche of students, none are explicitly intended for, nor appropriate for students that undertake research in the geographical and environmental sciences. A MSc degree is the only internationally recognized postgraduate introductory science degree, and many of our students require this credential so that they may further their career aspirations.

### 1.3 Objectives

The objectives of the proposed MSc (Environment and Geography) are as follows:

- Expansion of the Department's current offerings at the Master's level to include the MSc, so that graduates can compete fairly for employment opportunities and may benefit from the privileges associated with the science degree distinction;
- Address the evolution of the new sub-discipline Geomatics that includes sophisticated spatial data collection techniques (e.g. remote sensing), and the analysis and display of spatial processes and phenomena (e.g. computer modelling and computer cartography);
- Provide visibility to, and facilitate marketing of, thematic areas of physical geography and environmental sciences that do not naturally fall into a MA or MEnv program;
- Provide an opportunity for undergraduates who focus their undergraduate study in physical geography to undertake graduate studies at the University of Manitoba;

- Maximize the research potential of faculty within the Department by providing them a degree program more commensurate with their research interests so that they will be better able to attract students locally, nationally and internationally.

#### 1.4 Novel and New Features

In offering a MSc, the Department of Environment and Geography, and CEOS, will be more visible in their activities. Given the integrative nature of environmental and geographic science, Master's research within the proposed MSc stream will no doubt involve input and collaboration with practitioners of applied and natural sciences within the University, thereby promoting and facilitating collaboration. This should expand opportunities for the application of geomatics and geographic inquiry to a wide range of the environmental sciences.

Many of the students who enrol in the proposed MSc would be involved in ArcticNet and proposed 'Agassiz Centre' projects. Several faculty members are principal investigators within ArcticNet, the \$7m/annum integrated natural/medical/social study of the changing coastal Canadian Arctic. It is a tri-council network of centres of excellence that, over the next four years and beyond, will conduct integrated regional impact studies on the East-West environmental and social gradient of the coastal marine Canadian high Arctic; the North-South gradient of terrestrial ecosystems in the Eastern Arctic and the land-ocean interaction zone in Hudson Bay. One of the four research themes, Managing the Largest Canadian Watershed in a New Climate: Land-Ocean Interactions in Sub-Arctic Hudson Bay, is administered by faculty members associated with CEOS.

Further, we expect that the Faculty of Environment, in conjunction with the Faculties of Science, Agricultural and Food Sciences, and Engineering, will submit a \$20m proposal to the Canada Foundation for Innovation (CFI) to support research within a proposed Agassiz Centre. All of the Department's science personnel will be identified in this proposal. The science of the Agassiz Centre will be structured around studies through which we intend to examine the relationships amongst water-related processes operating within the hydrosphere, atmosphere, and biosphere. Initially the science focus will be on the watershed of Hudson Bay. The Hudson Bay watershed extends from the Rocky Mountains in the west, Mississippi Valley in the south and the Appalachia Mountains in the east. The northern ecozones of the Great Plains are the major catchment for Hudson Bay and are among the most heavily modified and least understood in North America. Research will be structured around interrelated themes: climate processes and change, surface and groundwater hydrology, land-surface processes, land use and management, contaminant sources and fates, process scaling, and information technology. These themes will be integrated into a series of research initiatives that specifically address issues associated with water in the Province of Manitoba.

## 2.0 Context

### 2.1 Relevance

Over the past four decades the discipline of geography has seen much change. In particular, the discipline has become increasingly quantitative and scientific in its approach. The 1960s witnessed the beginnings of the quantitative revolution in both human and physical geography. Statistical and mathematical analyses were *de rigueur* in research and consequently, quantitative methods courses proliferated in most geography departments. Considerable research in process and analytic studies in the 1960s and 1970s advanced the development of field and laboratory techniques following accepted scientific practices. An additional trend, that of applied geography, became fashionable in the 1970s. For example, research in such aspects as natural hazards and environmental impact studies was seen as a direct contribution to regional economic growth and numerous physical geographers were employed as consultants.

From the 1970's onward, terrestrial remote sensing has provided increased spatial, radiometric and temporal resolutions from a myriad of airborne and space borne systems. Computer capabilities during the same period accelerated the acquisition, analysis, and presentation of such voluminous geographic data and a natural outgrowth has been the expansion of digital image analysis techniques, computer cartography and Geographic Information Systems (GIS). With these new information technologies, there is now a greater capability and interest in the modelling and synthesis of earth and environmental processes and forms.

Another progression that began to advance, especially since the 1970's, was the growing concern about the Earth's environment, to governments, non-governmental agencies, industry, and the general public. In response to this trend, the universities across North America and globally began to develop innovative academic programming in various areas that would enable students to address the 'environment' in a wide variety of ways. The University of Manitoba established a breadth of courses and programs related to natural resources and the environment. These program and course developments were paralleled by tremendous growth in environmental research and service, conducted by faculty members and students in a number of academic units.

The University of Manitoba has identified a number of thrust areas of research and research training that includes various aspects of environment. Some of the organized areas of research expertise that have been identified are earth materials; applied geography; sustainable environments; natural resource management; biodiversity conservation; bioremediation; and environmental adaptation. Environmental research is being conducted widely on campus, including: the Faculties of Agricultural and Food Sciences, Architecture, Arts, Engineering, Medicine, Physical Education and Recreation Studies, and Science, as well as in each of the academic units of the Faculty of Environment.

The manner in which this University provides environmental education has been somewhat atypical when compared to many other institutions (refer to Table 1). At the Master's level, for example, the Faculty has only two programs that have the environment as their primary focus (Master of Environment (MEnv) and Master of

Natural Resources Management (M.N.R.M.)). In both cases, the interdisciplinary nature of these degrees has been their defining mark, with the MEnv enabling graduate students to pursue environmentally based research and courses, while the M.N.R.M. enables graduate students to gain the management perspective on environmental issues. Clearly, a MSc will provide students with a third option – that of a science-based Master's degree in the area of environmental and geographic sciences.

While it is difficult to predict the future of any one discipline in these times of economic and intellectual uncertainty, and such is the case for geography and environmental science. Historically, geographers have focused upon the dynamic interactions of the components of the environment and human systems, and it would appear likely that they will continue to do so. What is certain is that future changes of the planet (e.g. global warming) and human-environmental relationships (e.g. ozone depletion, deforestation, soil erosion, drought, desertification, biodiversity water quantity and quality) are major research areas that geographers and environmental scientists can address through their expertise and methodologies. Both Geographers and Environmental Scientists actively collaborate with other scientists on multidisciplinary research projects. Earth-climate research is unlikely to be accomplished successfully within any one discipline and geographers are well equipped to provide leadership in co-operative ventures along this theme.

## 2.2 Demand

Approximately 75% of the students who had completed Master's programs in the five years prior to 2003-2004 from the former Department of Geography followed a course of study that falls within this proposal. Of these, seven were accepted into PhD programs in Canada and the US, and five are working with their degrees in private consultancy, education, or government positions. More recently, 12 of the 23 Master's students who have transferred into the new MEnv program, from the existing MA (Geography), are focussing their studies on physical geography. Graduates of physical geography and environmental science are successful in either finding employment in their field or gaining acceptance for advanced studies. We expect the demand for the program to increase once the degree option becomes available to students and with the availability of both a B. Env. Sci and BSc (Geography).

Today, GIS is found in many areas, for example natural resource management, land information, biogeography, precision agriculture, urban planning, utilities, transportation, social services, economic development and public safety. In many of these areas GIS has become an indispensable tool. Canada has become a world leader in geomatics technologies.

A "Geospatial information specialist is one of the 21 hot jobs of the twenty-first century", U.S. News Online (2002). "Estimates of between 150,000 and 300,000 GIS positions will be needed in the next 5 years" in the United States alone (Urban and Regional Information Systems Association). Industry Canada also acknowledges that the global markets for geomatics products are expanding rapidly, and GPS is experiencing unprecedented growth. GIS and related geotechnologies are expected to experience

continued strong growth. There is also a growing demand for industry-specific geomatics applications. In future years, client-oriented services are expected to extend into newly developing markets. Some of the issues driving this growth are land reform, resource development, the environment and infrastructure development.

Personnel at Geomatics Canada state that there is a current shortage of technical expertise in this field and there will continue to be a demand for employees as the geomatics field steadily grows into the future. With Canada being a leader in this area, our ability to employ and train personnel will also continue to grow.

Environment Canada in particular is very concerned about hiring skilled workers in the atmospheric and hydrologic science fields over the next decade and beyond. Due to increasing concerns about climate change, there is a need for skilled personnel to work in the operational, technical and research oriented streams of atmospheric and hydrologic sciences, not only in government, but academic and private sectors (hydroelectric and environmental & engineering firms). Canada has one of the most abundant fresh water supplies in the world and with climate change concerns, it is not known how these supplies will change in the future, and if they do change, how we adapt to those changes. With the atmosphere and hydrology being major factors in this change, government and industry are looking for qualified personnel to work in the areas of weather forecasting, weather & climate research, hydrologic monitoring and research, air quality/pollution and environmental contamination. There will also be many retirements within government (both Federal and Provincial) over the next 10 years. For example, Environment Canada expects to continue its new hires well into the next decade due to staff shortages in the atmospheric and hydrologic fields.

### 2.3 Program Strengths

The program's strengths relate to the core of physical geographers and environmental scientists within the Department, their research programs and facilities and with Centre of Earth Observation Science (CEOS). There is tremendous opportunity for science-stream students through our respective involvement with the NCEXs and NSERC networks and strategic projects. CEOS provides both equipment and partnerships that have resulted in our ability to secure multiple multi-year grants for undertaking research and upgrading facilities. CASES (2003-2006) will examine the role of the vast Arctic shelf in the Arctic and Global carbon budget. Theme 2 of CASES (CEOS led) examines how sea ice responds to both oceanic and atmospheric forcing over a full range of time and space scales and how marine biology responds to the sea ice variations. This project involves major fieldwork on board a research icebreaker as well as ice camp facilities in the southern Beaufort Sea. CEOS will also host Theme 3 (Hudson Bay) of the recently funded ArcticNet; a Network of Centres of Excellence proposal that will run from 2003 to 2010. Theme 3 will examine the role of freshwater quality and quantity from within the Hudson Bay watershed on physical and biological processes in Hudson Bay. Social Science and Medical Science programs will complement the physical/biological programs creating a unique science program. CEOS faculty members are also part of other large collaborative field research projects dealing with severe weather, drought, ecosystem science, and developing tools to better predict the changing Earth's



environment (numerical modeling, GIS, remote sensing, etc.). Graduate students obtain valuable experience in field studies, research techniques and methodologies, and contribute to internationally renowned research. Other members of the Department conduct research in applied terrestrial biology (i.e., agroecology, conservation biology, as well as landscape and restoration ecology) and risk analysis. These approaches are both field and computer intensive, make extensive use of GIS and remote sensing and incorporate the physical and biological sciences in human-dominated environments.

Again, the quality of a graduate program is a reflection of the excellence of the researchers who will be teaching and supervising in the program. A short description of their area of research is provided here, with detailed CV's in Appendix E.

**Core Faculty Members:** These are faculty members from the Department of Environment & Geography who will be major contributors to teaching and research in the proposed MSc program. They are faculty who teach courses in physical geography, geomatics and environmental science at the 400/700 levels, bring in research funding from NSERC and similar agencies. There are nine faculty members in this category:

- **Barber, David G.**

Dr. Barber currently holds a Canada Research Chair in 'Arctic System Science' and focuses research on the detection and impact assessment of climate change on physical and biological systems. He has supervised numerous students at the Master's and PhD level.

- **Baydack, Richard K.**

Dr. Baydack focuses his studies on biogeography, ecosystem management and conservation of biodiversity. His current focus is on North American grasslands conservation, sustainable forestry, and wildlife conservation. Within the Department, he teaches a graduate course on biogeography. He has supervised numerous students at the Master's and PhD level. He is currently the Associate Dean with the Faculty of Environment.

- **Gardner, Jim S.**

Dr. Gardner specializes in geomorphology, snow and ice hydrology and natural hazards – monitoring and mapping. His geographical expertise encompasses the Western Canadian Cordillera and Hindu Kush-Karakoram-Himalaya (Pakistan to western Sichuan). He has supervised numerous students at the Master's and PhD level.

- **Hanesiak, John, M.**

Dr. Hanesiak specializes in meteorology, climatology and remote sensing. He teaches courses on synoptic meteorology, weather analysis, and climate modelling. Research interests include the physical processes of surface-atmosphere interactions (influences on the boundary layer and sea ice), extreme weather, convection initiation and applied meteorology in the Canadian Prairies and Arctic. He was appointed to the Department in 2001.

- **Hanson, Mark:**

Dr. Mark Hanson's research focuses mainly on the response of aquatic organisms to various stressors and the subsequent utilization of the data in the environmental risk assessment framework. Currently, he is working with aquatic plants, both in the laboratory and in the field with microcosms, to model individual, population and community response. As well, he is developing a new biochemical technique, using the moulting hormone chitobiase, to assess the status of invertebrate populations in freshwater ecosystems. Opportunities exist for students to do collaborative research with groups in Canada, the US and Europe.

- **McLachlan, Stéphane**

Dr. McLachlan is trained as a terrestrial ecologist and his research lies at the interface between the life and social sciences. His ecological research examines ecological restoration, landscape ecology, impacts of land use on flora and fauna and agroecology. He currently supervises graduate students in the Departments of Botany and Environment & Geography.

- **Papakyriakou, Timothy N.**

Dr. Papakyriakou is a specialist in microclimatology, mid- and high- latitude climates and bioclimatology. He teaches courses on 'Techniques in Climatology', boundary layer climatology and hydrology. He was appointed to the Department in 2000 and has to date graduated one student at the Master's level and is currently the principal advisor for three others.

- **Shoesmith, Merlin:**

Dr. Shoesmith is the External Liaison Officer for the Faculty of Environment. He brings more than 25 years of experience in government agencies to the Department. His research is in the application of wildlife and habitat protection, protected areas conservation, and administration of conservation programs.

- **Walker, David:**

Dr. David Walker is a quantitative, terrestrial ecologist who has worked in a wide array of different areas of the environment. Most recently, his research has focussed on geomatics in biological systems, remote sensing, biometric applications, and grassland, forest, and Arctic ecosystem investigations.

- **Wang, Feiyue:**

Dr. Wang is an aquatic biogeochemist. His research focus is on speciation, cycling, and bioavailability of trace elements across environmental interfaces, particularly across the water-sediment-biota interfaces and the air-ice-water interfaces. Current research programs include in situ analytical techniques, ultra-trace analytical techniques, metal speciation in sulfidic waters, mercury methylation processes, and cryospheric chemistry of trace elements.

Faculty Members from Other Departments: There are faculty members located in other departments and faculties whose research interests complement the work being done by faculty members in the Department of Environment and Geography. With a MSc degree available, these faculty members may elect to supervise graduate students the Department of Environment and Geography. In addition, they can provide valuable input as members of advisory and/or examining committees at the Master's level and may also offer elective graduate courses of interest to students in the Faculty of Environment. There exists particularly close ties between the members of this Department and those from the Departments of Soil Science, Chemistry and Civil Engineering. The strong tie to Soil Science is not surprising since soils, and soil science, are intricately linked to the physical and biological processes embodied within environmental inquiry. The study of soils and their relationship to environment is also a fundamental component of physical geography and is taught within Geography Departments across the country.

Participants External to the University of Manitoba: Outside of the University of Manitoba, there are government scientists who have research interests that have close links to the research programs being conducted within the Department of Environment and Geography. There is a large contingent of scientists within this category from the Department of Fisheries and Oceans (DFO) and the Meteorologic Service of Canada (MSC).

### **3.0 Specific Details**

#### **3.1 Admission Requirements**

Students with an honours degree or equivalent (including a 4-year advanced degree) in Geography (physical geography specialization) or from a program in the Earth or environmental sciences will be considered for admission to a master's program. The requirement for admission is a minimum GPA of 3.0 in the last 60CH of course work. Normally, at the time of admission, a student will be required to be accepted by an advisor.

#### **3.2 Program requirements**

##### **General**

General program requirements are completion of a minimum of 12CH of approved course work plus a thesis. Courses typically include 6CH of 700-level Departmental courses and 6CH selected from graduate or upper level undergraduate courses from either within the Department or from other departments. The program is determined by the student's advisor, and approved by the Advisory Committee and the Department Head (Head) at the time of entry to the program. A maximum of 24CH is allowed. The Chair and the Advisory committee must be members of the Faculty of Graduate Studies. Program requirements are based on FGS regulations. Supplementary regulations are provided in Appendix B of this document. The faculty advisor must be a member of the Faculty of Environment.

## Seminars

In addition to the requirements specified in 3.1, students must:

- Regularly attend the Departmental seminar series; and
- Give at least one presentation in this seminar series;

Graduate Student Seminar Series presentations are related to students' research interests and are about one hour in length, including time for questions.

**Thesis** All students must complete and defend a thesis that makes a distinctive contribution to the fields of environment and/or geography. Procedures and expectations surrounding thesis production (proposal and written thesis) and defense appear in Appendix B.

## 3.3 Procedures for Evaluation of Students

All courses will be evaluated according to the specifications outlined by the course instructor. The student and advisor must complete and submit an annual activity report in consultation with the advisory committee.

## 3.4 Transfer Courses

Up to 6 CH of course work may be transferred into the program upon approval by the Graduate Studies Committee. When the student's program is initially established, permission will be granted for the student to transfer the relevant courses into the MSc, in accordance with Faculty of Graduate Studies guidelines. This will be done on a case-by-case basis.

## 3.5 Procedures and Regulations Specific to the Program

Procedures and regulations specific to the program may be found in the Supplementary Regulations (Appendix B).

## 3.6 Rationale for the Name of Degree "MSc (Environment and Geography)"

As previously mentioned, the Department currently offers a MA (Geography) and MEnv program. These degrees, and their feeder programs are presented schematically along with the the proposed MSc (Environmental and Geographical Sciences) in Figure 1.

The MA (Geography) degree is the preferred stream for Master's students within the thematic area of Human Geography. Recall, Human Geographers examine spatial patterns and the organization of human behaviour in order to comprehend the social, cultural, economic and historical processes that have created the landscape. Human geography draws upon other disciplines in the humanities and social sciences to further our understanding of these processes.

The Master of Environment (MEnv) degree will focus on basic and applied research that deals with the complex relationships among the environment, its resources, and society. This research will be highly interdisciplinary, incorporating, to a varying extent,

environmental studies and science and other affiliated disciplines. The objectives of this degree are to:

1. promote broad-based, interdisciplinary research on environmental issues;
2. improve coordination of environmental course offerings at the graduate level;
3. create opportunities for greater interaction among students and faculty from different disciplinary backgrounds; and
4. ensure graduates with undergraduate degrees in Environmental Science and Environmental Studies can continue their studies without leaving Manitoba.

The degree program is intended to provide students an opportunity to undertake broadly interdisciplinary research that is intended to bridge environmental science (largely physical and natural science) and studies (largely social studies). By comparison (refer to Sections 1.2 and 1.3), the MSc (Environmental and Geographical Sciences) will be a pure science stream program, allowing students the opportunity to further our understanding of those land-surface, aquatic, and marine processes that determine the nature of the environment around us. There is a clear distinction between these two proposed degree programs as each serve different purposes and will service students with different research objects and career aspirations.

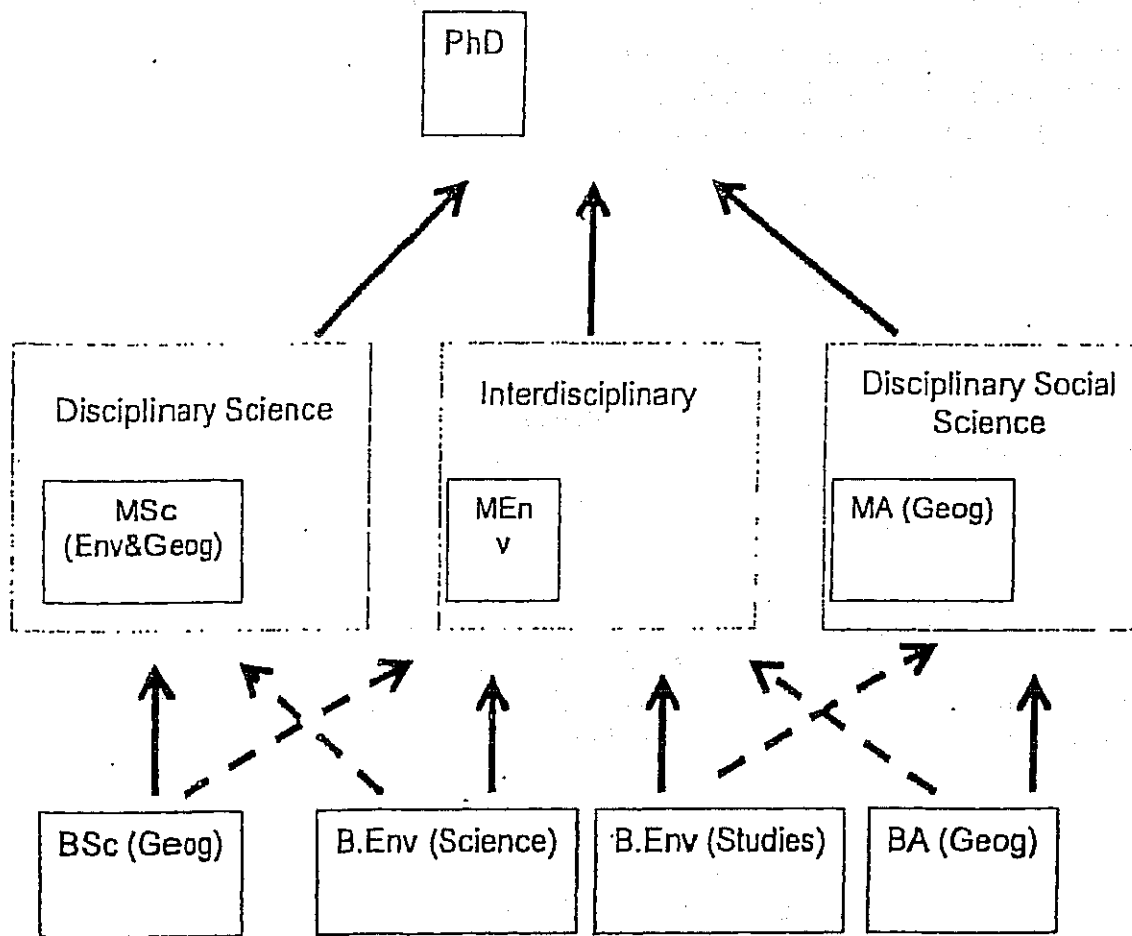
The majority of universities in Canada that offer graduate education in geography offer the MSc credential. Implicitly, students conducting master's level research into environmental science are usually awarded a MSc degree. Table 1 presents the degree offerings at Canadian universities as catalogued by the Association of Universities and Colleges of Canada.

The Department of Environment and Geography offers a range of Physical Geography and Environmental Science courses at the graduate level (see Appendix C). A number of the courses have been offered under the Selected Topics in Geography number, which allows them to evolve rapidly with the science. Some are more formalized, and have been standardized and given their own number. As the program develops, more of the courses can be standardized.

Objectives for the proposed degree program appear in Section 1. Researchers within the Department are involved in a diverse range of research initiatives. Some focus on using geomatics and computer modelling technologies to conduct weather, climate and hydrologically related research. Others rely on extensive field observation and laboratory analysis to distil out information of environmental (atmospheric, hydrologic, biologic, ecologic, and linkages therein) processes and process phenomena. A wide variety of supported research topics are available to interested students. Students that graduate from these research programs deserve the MSc designation, which they cannot currently obtain. Researchers are also having great difficulty in attracting qualified students to conduct such scientific research due to their reluctance to enrol in a MA or MEnv program.

The rationale for the MSc is also understood by examining the source of research funding. Virtually all of the researchers receive funding through NSERC and NSERC-related programs.

All of the various graduate degree combinations available in the Faculty of Environment, and within the Department of Environment and Geography are presented in Appendix A. Our proposed degree would nicely complement the existing MSc (Geological Sciences) program that is currently offered through the Department of Geological Sciences.



**Figure 1.** Degree programs offered by the Dept. of Env. & Geog., existing and proposed (BSc and MSc). Solid lines denote the anticipated student path.

**Table 1: Masters Programs in Geography at Canadian Universities**

<b>Institution</b>	<b>Degree Designation(s)</b>
University of Alberta	MA, MSc
University of Calgary	MA, MSc, Master of Geographic Information Systems
University of Lethbridge	MA, MSc
University of British Columbia	MA, MSc
Simon Fraser University	MA, MSc and combined MA & MSc
University of Victoria	MA, MSc
Memorial University	MA, MSc
University of Guelph	MA, MSc
Carlton University	MA
McMaster University	MA, MSc
University of Ottawa	MA, MSc
Queen's University	MA, MSc
Ryerson Polytechnic University	Master of Spatial Analysis
University of Toronto	MA, MSc, Master of Spatial Analysis
University of Waterloo	MA and Master of Environmental Studies in Geography
University of Western Ontario	MA, MSc
Wilfred Laurier	MA and Master of Environmental Studies in Geography
York University	MA, MSc
Université Laval	MSc
McGill University	MA, MSc
Université de Montreal	MSc
Université de Sherbrooke	MSc
University of Regina	MA, MSc
University of Saskatchewan	MA, MSc

## 4.0 Resources

### 4.1 Human Resources

Curriculum Vitae for all involved faculty members are attached as Appendix E. In addition, the program will be supported by three technical support staff members.

Douglas Fast provides cartographic, photographic, technical and artistic services.

David Moss crop is our Systems Analyst. He acts as network administrator, CEOS operations manager, software consultant and database manager.

Robert Hodgson offers field and technical support in managing and deploying electronic field instrumentation (e.g., radiometers and scatterometers for electromagnetic radiation, meteorological sensors and energy flux towers).

### 4.2 Physical Resources (Space, Equipment and Computer Facilities)

The MSc (Environmental and Geographical Sciences) will be closely linked with the Centre for Earth Observation Science (CEOS). Three fully equipped computer laboratories and data-sharing agreements with CEOS partners provide the infrastructure support for research and teaching programs. CEOS is structured as an interdisciplinary centre through the partnering arrangements with the Departments of Statistics, Botany, Biology, Soil Science, Engineering, Physics and Applied Mathematics. External partners include Manitoba Natural Resources, the Canadian Wheat Board, Parks Canada, Fisheries and Oceans, MB Hydro as well as those with national and international affiliations such as the Canadian Ice Services, Environment Canada, Canada Centre for Remote Sensing, Canadian Space Agency, National Air and Space Administration, and the Canadian International Development Agency. Because of this extensive network, it is possible to access facilities and equipment far beyond the holdings of the University.

The Department of Environment & Geography houses a computer teaching and research laboratory. All graduate students will be affiliated with the Centre for Earth Observation Science (CEOS) through which there is a research laboratory with fully integrated PC and UNIX (IBM RS/6000 and DEC Alpha) work stations, with two calcomp digitizers, slide-output device and plotter. Another laboratory is Pentium based with 15 workstations and a server. All students will have full access to these computing resources. Students will also have offices of their own for day-to-day activities and space available for doing their research. Available software includes Arc/Info, PCI Ease/Pace, ER Mapper, Idrisi, ArcView, IDL/ENVI, Adobe Illustrator and Photoshop.

Faculty within the Department have acquired a vast array of field and laboratory research equipment and facilities. A partial list includes a GPS base stations, handheld units and a satellite receiving station; radiometers, spectrometers, scatterometers for monitoring of electromagnetic radiation in the solar, terrestrial and microwave wavelengths, atmospheric boundary layer profiling equipment, surface meteorological and energy and CO<sub>2</sub> flux monitoring facilities. Laboratory facilities include a cold laboratory for snow and sea ice microstructure analysis. Further, a faculty member is operating a metal-free



Ultra-Clean Trace Element Laboratory (UCTEL), one of the most advanced ultra-trace analytical facilities in Canada.

### 4.3 Library

The offerings in this program already exist and are currently supported at the University of Manitoba libraries. Library statements are provided as Appendix D. The report, dated August 21, 2003, concludes that the periodical collection is adequate to support the proposed program. It identifies a weakness in the monograph collection, but goes on to state that a one-time expenditure of \$5835 CDN to acquire 58 monographs should sufficiently strengthen the collection in physical geography. The process of acquiring these monographs has been underway using regular and gift funds, and as of October, 2004, 56 of the 58 publications have already arrived. Hence, the libraries will be able to support the needs of the individual Masters courses identified within this proposal within regular allotted funds.

## 5.0 Financial Resources

### 5.1 Delivery Costs

No additional funding is needed to support this program. If enrolment exceeds expectations we would revisit the program cost within the framework of the Faculty of Environment staffing plan.

### 5.2 Student Support

Supervisors are able to support a research stipend for Masters students. Graduate students in the Department are also provided the opportunity to work as a marker or a laboratory assistant for an additional stipend (subject to budgetary approval). Student support may also occur in the form of awards or scholarships.

## 6.0 Financial Information

The courses in this new program are already being offered with existing academic and support staff. No additional financial resources are therefore required to support the MSc.

### Projected Program Costs:

Salary	existing academic and support staff
Operating	can be administered within existing framework
Capital	can be administered within existing and planned Faculty strategies
<b>Total additional cost</b>	<b>\$ 0</b>

### Projected Program Revenue:

Tuition	5 students annually @ \$4177
Other	
<b>Total additional revenue</b>	<b>\$ 20,885</b>

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a Master of Science in Environment and Geography**

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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 Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS recommends that Senate approve a new Master of Science in *Environment and Geography* program.

Observations

1. The environment has been a topic of growing concern to governments, non-governmental agencies, industry, and the general public for most of the past century. At the University of Manitoba, to an unusual extent, the emphasis of existing graduate programs has been on interdisciplinary training in this area. The focus of the proposed program, in contrast, is on disciplinary training in physical geography and geomatics at the Master's level. Such training is now available within, but not externally well represented by, the Department of Environment and Geography's slate of advanced degrees.
2. The proposed Master of Science in Environment and Geography will meet several objectives. Specifically, it will (a) allow graduates with physical geography and geomatics training to have the distinction in their degree that will allow them to compete fairly for employment and other professional opportunities, (b) recognize geomatics as a new subdiscipline, which includes spatial data collection and analysis techniques, (c) increase the visibility and attractiveness of physical geography or geomatics research and training opportunities that are not captured by the existing MA, MEnv, MSc (Geological Sciences), and MNRM programs, (d) provide a continuum of training in natural science approaches to geography and the environment, from the BSc to the PhD levels, the origin and endpoint of which are already in place at the University of Manitoba.
3. Although the University of Manitoba already offers several graduate programs that are directly concerned with the environment (as noted above), the proposed program is distinguished by its focus on natural science approaches (i.e., chemistry, physics, mathematics, biology, remote sensing, computer-aided

cartography) to physical geography topics (i.e., understanding change in the Earth's landforms, atmosphere, or waters).

4. The proposed program will consist of 12 credit hours (CH) of approved course work, a thesis, and regular attendance and at least one presentation in the Department seminar series. Admission requirements include an honours or 4-year advanced undergraduate degree in physical geography, minimum 3.0 GPA in the most recent 60CH, and acceptance by an advisor who must be a member of the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Up to 6CH of course work may be transferred into the program, on an individual basis, with FGS approval.
5. Demand for the proposed program, and professional opportunities for graduates, are anticipated to be high. For example, approximately 75% of the students who had completed a Master's program in Geography in the 5 years up to 2003-4 followed a course of study that would fall within the proposed program. About half of the MA (Geography) students who have recently transferred into the new MEnv program are focusing their studies on physical geography. Demand for the proposed program is likely to increase further as students graduate from the recently approved B.Env.Sc. and B.Sc. (Geography) programs. Also, geographical information systems (GIS) have become an indispensable tool in many areas, such as natural resource management and public safety, creating a large demand for technical expertise, notably in government agencies such as Environment Canada. Enrollment of 5 students annually was reflected in the budget submission.
6. Ten courses (all 3CH) will be introduced, as follows: 053.7AA Spatial analysis in geography; 053.7CC Techniques in climatology; 053.7BB Climate change; 053.7XX Synoptic meteorology and weather analysis; 053.7CB Advanced methods in geographic information systems; 053.7XB Biogeography; 053.7CA Boundary-layer climatology and micrometeorology; 053.7XA Modelling the atmosphere and physical climate; 053.7XY Natural hazards and disasters; 053.7TT Advanced methods in remote sensing. Five of these courses are already being offered at the 400- level, and will be cross-listed at the 700- level with some additional requirements for the graduate students who participate. All of the courses to be introduced reflect the expertise of present faculty-members, similar requirements that exist at other institutions, and importance of the subject to government and private sectors.
7. The required faculty and staff resources for the proposed program are already in place. Substantial computing, laboratory, and other space resources are available through the Centre for Earth Observation Science, which is housed in the Department of Environment and Geography, the ArcticNet Network Centre of Excellence, in which several faculty members are principal investigators, and possibly a proposed major centre for the study of the watershed of Hudson Bay.
8. Library support for the proposed program is adequate. Although at the time of

the Libraries' review, the monograph collection needed a one-time expenditure of \$5,835, purchasing of the relevant titles has been underway using regular and gift funds, to the point where nearly all have been obtained.

9. As with any new graduate program, the Master of Science in Environment and Geography will place additional strain on extremely limited resources for graduate student awards and scholarships at the University of Manitoba. However, supervisors will be able to support a research stipend for MSc students, and marker/lab assistant positions are available subject to budgetary approval.

Recommendations:

The SPPC recommends that:

Senate approve and recommend to the Board of Governors that it approve the proposed Master of Science in Environment and Geography.

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

/jml

### **Comments of the Senate Executive Committee:**

The Senate Executive Committee notes the inconsistency between the report of the Faculty of Graduate Studies and the Senate Planning and Priorities Committee regarding the addition of academic staff to the Clayton H. Riddell Faculty of Environment, Earth, and Resources, where Graduate Studies has indicated that the staffing will be added over the next few years, and SPPC noted that "(t)he required faculty and staff resources are already in place". The Senate Executive Committee has been advised that the Faculty of Graduate Studies report was based on the initial proposal of the Department of Environment and Geography, and that the hiring contemplated in the proposal has taken place, as noted in the SPPC report.

The Senate Executive Committee endorses the proposal to Senate.

April 11, 2005

## **Report of the Senate Committee on Instruction and Evaluation**

### **Preamble**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.
2. The Committee met on March 16, 2005 to consider a proposed clarification to the Examination Regulations regarding the use of electronic devices in examinations.

### **Observations**

1. The Director of Student Records, whose office is responsible for the coordination of examinations, has observed an increase in the number of students who attempt to use electronic devices to communicate with other students or to access stored information during final examinations. Cell phones have been used to text message other students. Personal Digital Assistants (PDA's) have been used to store information that can be retrieved during examinations. Programmable calculators have been used when not permitted.
2. Following a survey of other Canadian universities, the Director of Student Records proposed to SCIE that a revision to the Examination Regulations to more formally address these technologies would be appropriate. SCIE agreed with the recommendation.
3. In addition to the proposed change to the Examination Regulations, increased signage in examination rules and enhanced instructions to invigilators will be provided in upcoming exam periods.

### **Recommendation**

THAT Senate approve the proposed changes to Section I B 6 of policy 1305 *Examination Regulations* as follows:

#### **Current Version:**

Provided fairness is guaranteed before hand, miniature electronic calculators shall be allowed during examinations, with the consent of the department.

#### **Proposed Version:**

Students are not permitted to bring in any unauthorized materials to an exam. This includes but is not limited to, calculators, books, notes, or any electronic device capable of wireless communication and/or storing information (e.g., translator, cell phone, pager, PDA, MP3 units, etc.). However, students may bring in such material or devices when permission has been given by the instructor and/or the Department or Faculty.

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

Respectfully submitted,  
Dr. Karen R. Grant, Chair  
Senate Committee on Instruction and Evaluation

/jml

## **Report of the Senate Committee on Admissions concerning a proposal from the Asper School of Business to grant transfer credit for courses in the Certified General Accountants Program (2005.04.05)**

### **Preamble**

In 2001-02, the Certified General Accountants Association of Manitoba approached the I.H. Asper School of Business about providing transfer credit for CGA courses. The CGA had carefully evaluated University of Manitoba courses, including those at the Asper School, for credit within its program, and had granted credit for courses corresponding to its curriculum. It requested that the Asper School reciprocate by providing course credit for the equivalent CGA courses. This would give CGA students the possibility of obtaining credits if they decided to pursue a full-time degree program at the University of Manitoba.

The Asper School Faculty Council agreed to investigate the possibility, and initiated an investigation in 2002 through its Undergraduate Program Committee. Following completion of this investigation, the Faculty Council passed a motion supporting the transfer of CGA credits to the School, subject to course-by-course evaluations, for a five-year period.

### **Observations**

1. The Certified General Accountants Association of Canada (CGAC) is a professional association that represents over 60,000 members across Canada and beyond. CGAC is a full and active partner of the leading international accounting standards organizations, including the International Federation of Accountants Council (IFAC). CGAC's Program of Professional Studies is the largest educator of professional accountants in Canada and is well established in China, Bermuda, and the Caribbean. CGA Manitoba is the provincial affiliate of CGAC and is responsible for supporting Manitoba's 3,000 CGA members and students.

The CGA education program consists of three levels of education (Foundation, Advanced, Professional), culminating with a professional accounting designation. Every year a number of graduates of the Asper School and other Faculties at the University of Manitoba take courses through CGA Manitoba following graduation. For accounting major management graduates, the requirement is normally the four Professional level courses leading to accreditation. Non-university graduates within the CGA program must complete a degree before receiving the accounting designation. Courses leading to degrees have been jointly developed/delivered by CGA and Laurentian University, the Southern Alberta Institute of Technology (MIS specialty), and the University of Calgary. These courses are available to CGA students through distance education.

Education through the CGA program is primarily by distance using the internet, supplemented by in-class lectures in large population centres. Course materials include extensive lesson notes prepared by university professors and accounting professionals, standard university level textbooks, and internet-based services, including online tutoring, weekly lectures, and, for some courses, facilitated group discussions. Most courses have ten weeks of classes followed by an exam period. During classes, students are expected to average 15-20 hours of study each week. Assignments are submitted and returned by internet in order to qualify for final exams. Final exams constituting between 70% and 100%

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



of the marks for each course are written in exam centres in cities across Canada or in international locations. The passing grade is 65% for all courses, with an average pass rate of about 66%.

2. The Undergraduate Program Committee initially struck a sub-committee to investigate the CGA proposal. The sub-committee members deemed two issues important:
  - a. the principle of providing transfer credit to a non-academic institution for a professional program of study;
  - b. whether the course quality was sufficient for credit.

The sub-committee considered both these issues in detail. Members noticed the CGA program's close affiliation to Canadian universities and the requirement for every student to obtain a university degree before receiving an accounting designation. There was not much difference between the academic program of this professional organization and those of post-secondary educational institutions.

Examination of overall course content resulted in sub-committee members finding that the quality of the CGA program was good. The individual course evaluations that followed resulted in numerous direct equivalencies in the Departments of Accounting and Finance and Business Administration.

Following extensive deliberation, the sub-committee reported to the Undergraduate Program Committee, which forwarded the proposal to the Asper School Faculty Council. The proposal to grant transfer credit to CGA courses was passed, provided that an evaluation of each course was made.

3. Although it is unusual for the University of Manitoba to grant recognition for transfer credit to an organization that does not fit the classical definition of a "post-secondary institution", the University does give credit for some courses administered by external organizations (e.g., the Advanced Placement and International Baccalaureate programs).

### **Recommendation**

The Senate Committee on Admissions recommends to Senate that, effective for the 06R regular academic session, courses of the Certified General Accountants Association of Canada be approved for transfer credit, subject to course-by-course evaluation and a five-year review period.

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

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

**Report of the Senate Committee on Admissions concerning a proposal from the Bachelor of Recreation Management and Community Development (BRMCD) program to change its admission policy (2005.04.05)**

**Preamble**

The current practice of the BRMCD program is to review the last 60 credit hours of university work when considering applicants for admission. This policy is inconsistent with other programs in the Faculty of Physical Education and Recreation Studies where admission averages are calculated on the most recent 24 or 30 credit hours, so the current policy potentially penalizes students applying to the BRMCD program.

**Observations**

1. The current BRMCD program admission policy states that "if a student has completed 24 to 60 credit hours of university or university-equivalent work, the adjusted grade point average (AGPA) will be the student's cumulative grade point average over the total university and/or college work, regardless of faculty or school of completion. If a student has completed more than 60 credit hours of university work, then the AGPA will be calculated over the most recently completed 60 credit hours of university or university-equivalent work. If it is not possible to clearly identify the most recently completed 60 credit hours of work, the sessional average of the session containing the last of the 60 credit hours (working backwards) will be used as a representative grade for the remaining hours."
2. The BRMCD program proposes to use the current admission policy as outlined above for the 2006-07 regular academic session (06R), except in those cases where the proposed policy advantages the applicant for the 2005-06 session (and only if space is available).
3. The proposed BRMCD program admission policy allows for the AGPA to be calculated on the most recently completed 24 or 30 credit hours rather than 60 credit hours.
4. The proposed BRMCD admission policy was accepted by Faculty Council on November 24, 2004.

**Recommendation**

The Senate Committee on Admissions recommends that Senate approve the following admission policy for the BRMCD program, effective for the 2006-07 regular academic session (07R):

If a student has completed 24 to 30 credit hours of university or university-equivalent work, the AGPA will be the student's cumulative grade point average over the total university and/or college work regardless of faculty or school of completion. If a student has completed more than 30 credit hours of university work, then the AGPA will be calculated over the most recently completed 30 credit hours of university or university-equivalent work. If it is not possible to clearly identify the most recently completed 30 credit hours of work, the sessional average of the session containing the last of the 30 credit hours (working backwards) will be used as a representative grade for the remaining hours.

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

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

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

## **Report of the Senate Committee on Admissions concerning a proposal to change the grade equivalency table for transferable Advanced Placement courses (2005.04.05)**

### **Preamble**

On September 1, 2004 the Senate of the University of Manitoba approved a recommendation from the Senate Committee on Admissions (SCADM) concerning the assignment of grades for transfer credit granted for completion of Advanced Placement (AP) and International Baccalaureate (IB) examinations. Whereas students had previously been assigned transfer credit hours for sufficiently strong AP or IB results in evaluated courses, students entering in 06R and beyond will receive both the transferable credit hours and grades assigned according to an equivalency table. A concern was expressed at that Senate meeting that the new AP grade equivalency scale did not allow for a grade of "A+" in contrast to the IB grade scale that did.

The scale approved for IB courses is as follows

IB grade	U of M grade
7	A+
6	A
5	B+
4	B
3 or less	no credit

The scale approved for AP courses is as follows:

AP grade	U of M course
5	A
4	B
3 or less	no credit

### **Observations:**

1. The mapping of grades for both AP and IB courses followed the conversion scales recommended by these two external examining boards.
2. Due to the finer scale used by IB, grades of "A+" can be assigned; AP has only two acceptable grades, and, thus, grades of "A+" cannot currently be assigned.
3. IB and AP courses appeal to very strong academic students who want the challenge of tackling university-level course work while still in high school. These same students are often the ones interested in gaining admission to very competitive programs such as Medicine, Dentistry or Law, where the difference between a grade of A+ and a grade of A can be significant in the competition for admission.

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

4. AP releases only the final grades for their examination results and does not provide any additional information that would allow us to identify students who achieve results at the top of the 5=A range.
5. The recommendation provided below comes originally from the Enrolment Services High School Advisory Committee, who suggested this would allow proper identification and recognition for the very best AP candidates. The ES High School Advisory Committee is composed of seven Manitoba high school counsellors representing a cross-section of students and schools, plus two representatives from the Curriculum Branch of Manitoba Education & Training, the Director of University 1, and the Director and Assistant Director (Admissions /Recruitment) of Enrolment Services.
6. The issue of whether to propose a method to identify the "B+" students among those receiving a grade of four on the exam was discussed both by the ES High School Advisory Committee and the Sub-Committee of the Senate Committee on Admissions. It was noted that the key point is to identify the "A+" group and that to allow for sub-divisions at the four-grade level, using a combination of exam results and school results, would not be possible with the same degree of accuracy.

**Recommendation:**

The Senate Committee on Admissions recommends to Senate that high school students who achieve a grade of five on the external Advanced Placement (AP) examination, and who also are awarded a final mark of 95 percent or higher by their high school for their AP coursework, be granted a grade of "A+" for any transferable credit.

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

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

## **Proposal for Option 4 Entry**

to

**University 1**

**April 5, 2005**

It is proposed:

1. that the University 1 entrance average be raised to 70%;
2. that students with either
  - a high school average of 63 to 69.9% who otherwise meet University 1 entrance requirements or
  - a high school average of 70% and higher and meeting the University's general entrance requirement but missing one or more University 1 entrance requirementsbe offered entry to University 1 under Option 4;
3. that students offered entry under Option 4 would be supported by intensive academic advising designed to develop individualized programs of study,
4. that a rigorous evaluation process of this Option 4 admissions policy be completed no later than 3 years after implementation, and
5. that the proposed Option 4 begin September, 2007.

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

### Summary

We know that many students conclude their first year on academic probation or faced with academic dismissal. The research literature confirms that students who are less academically prepared than others experience higher levels of academic probation and dismissal. In particular, the bulk of the literature on probationary students focuses on treatment interventions. Hence, with few exceptions, students must fail before they receive any specific intervention.

Academic behaviours and motivators such as seeking assistance, class attendance, motivation for studying, and amount of time engaged in academic work outside of class, carried the most weight in distinguishing academically successful from academically unsuccessful students (Karabenick & Sharma, 1994; Wilkie & Redondo, 1996). The key is to identify at-risk students early, anticipate their academic problems, synchronize the support services, manage the feedback to and from the advisors, and monitor the student's progress. By setting the entrance average at 70% we have a mechanism for identifying students in one of the high risk categories (63-69.9%). By mandating intensive advising the student's needs can be anticipated early. By organizing the necessary supports and monitoring the results, the student's lack of 'help seeking' behaviour is anticipated. If, after 24 credit hours and an academic year of support, the student fails to achieve a cumulative GPA of 2.0 or better, then he or she will not be permitted to re-register in University 1. After one calendar year these students, with 24 credit hours, may apply for admission to the University of Manitoba.

Rather than students 'failing before they receive any specific intervention', the goal of Option 4 is for the less academically prepared student to 'receive specific intervention before they fail'.

### Introduction\*

In the new strategic academic plan for the University of Manitoba, *Building for a Bright Future*, there is a clear commitment to student success. Under the first priority from that Plan, which was to "Provide Access to an Exceptional Education," the following statements were made:

- "High quality academic programs require an environment that is conducive to student success;" and

- The Challenge for the University is to "foster an atmosphere that promotes student success."

One way that the University of Manitoba has already tried to address this issue of student success is through the creation of University 1. The objectives of University 1 are to enhance the experience of first-year students, ease the transition into university, and provide resources designed to increase the ultimate success of students. University 1 is, in effect, a retention strategy. It has been highly successful in terms of its impact on the reduction of attrition and has become known across the country as being unique. The intent of this proposal is to focus the resources available in order to help direct assistance to those most in need.

### Rationale

As programs evolve, approaches and strategies that previously worked well often need to be reviewed. For example, the educational and developmental needs that students bring to campus may change in different ways over time. In turn, these changes may require new and different approaches in order to provide the support necessary for those needs to be met effectively. Therefore, as the University of Manitoba and its students change, so too must the programs that guide practice. As new developments occur, as newly identified student needs are recognized and, as institutional priorities change, so too must the programs.

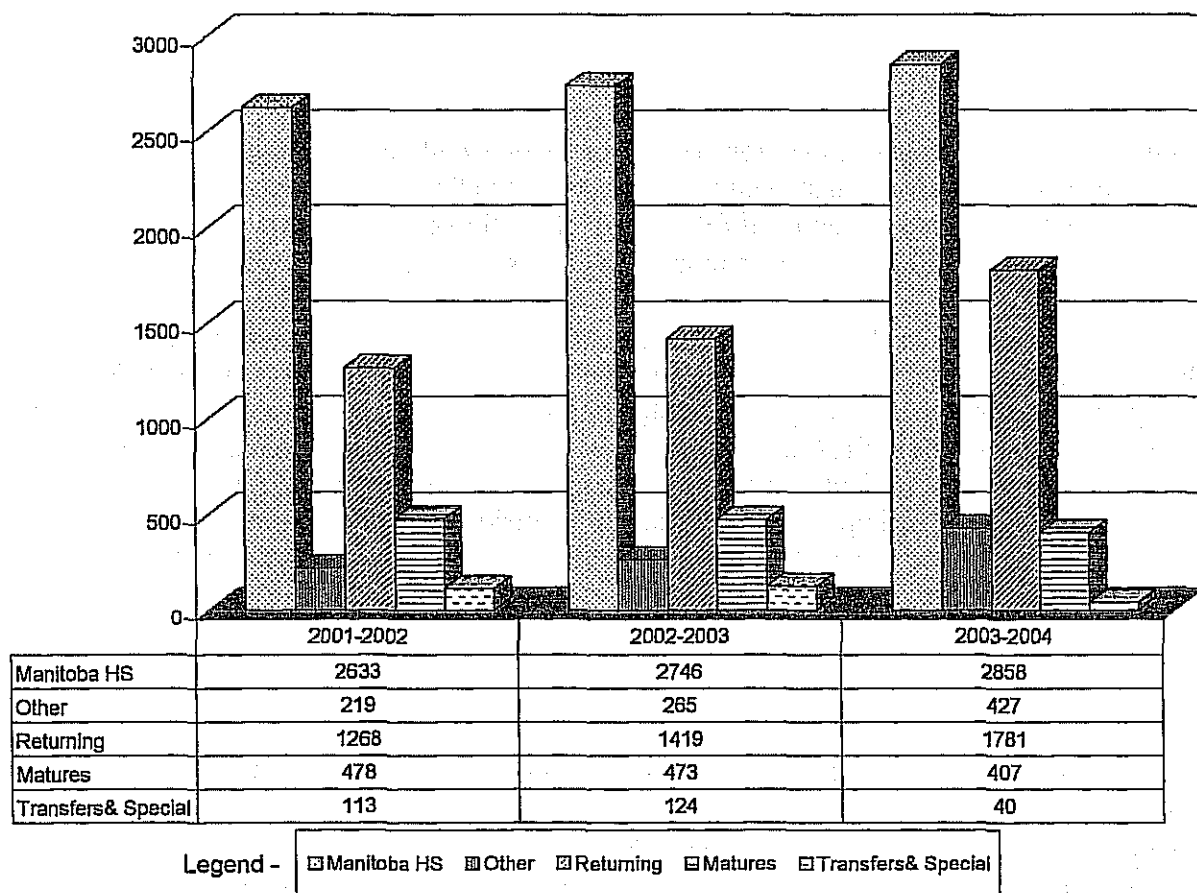
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\*Data from the Office of Institutional Analysis

### University 1 Enrolment Profile

Although the total enrolment in University 1 has increased from 4,711 to 5,513 students (full-time and part-time) over the last three years (see Figure 1), the student profile has remained constant. In order to simplify the presentation of the data, however, only the last academic year (2003-2004) will be presented.

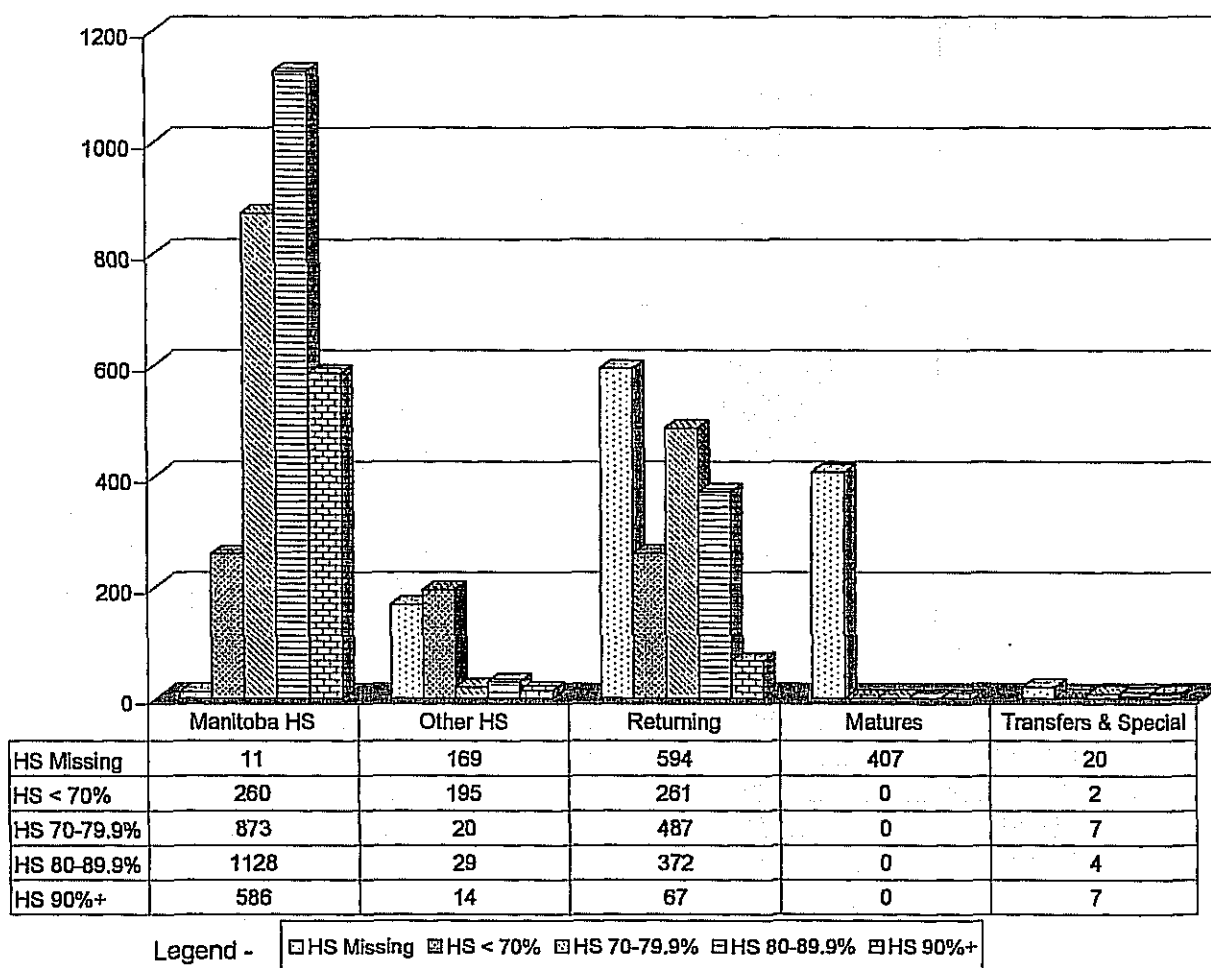
Figure 1: Enrolment profile for 2001-2002 to 2003-2004



In 2003-2004, the University of Manitoba accepted 2,858 new students from Manitoba high schools, 427 students from high schools other than Manitoba, 1,781 students chose to return to University 1, 407 mature students were accepted and, 40 students transferred to University 1 (see Figure 2).



Figure 2: Student profile 2003-2004

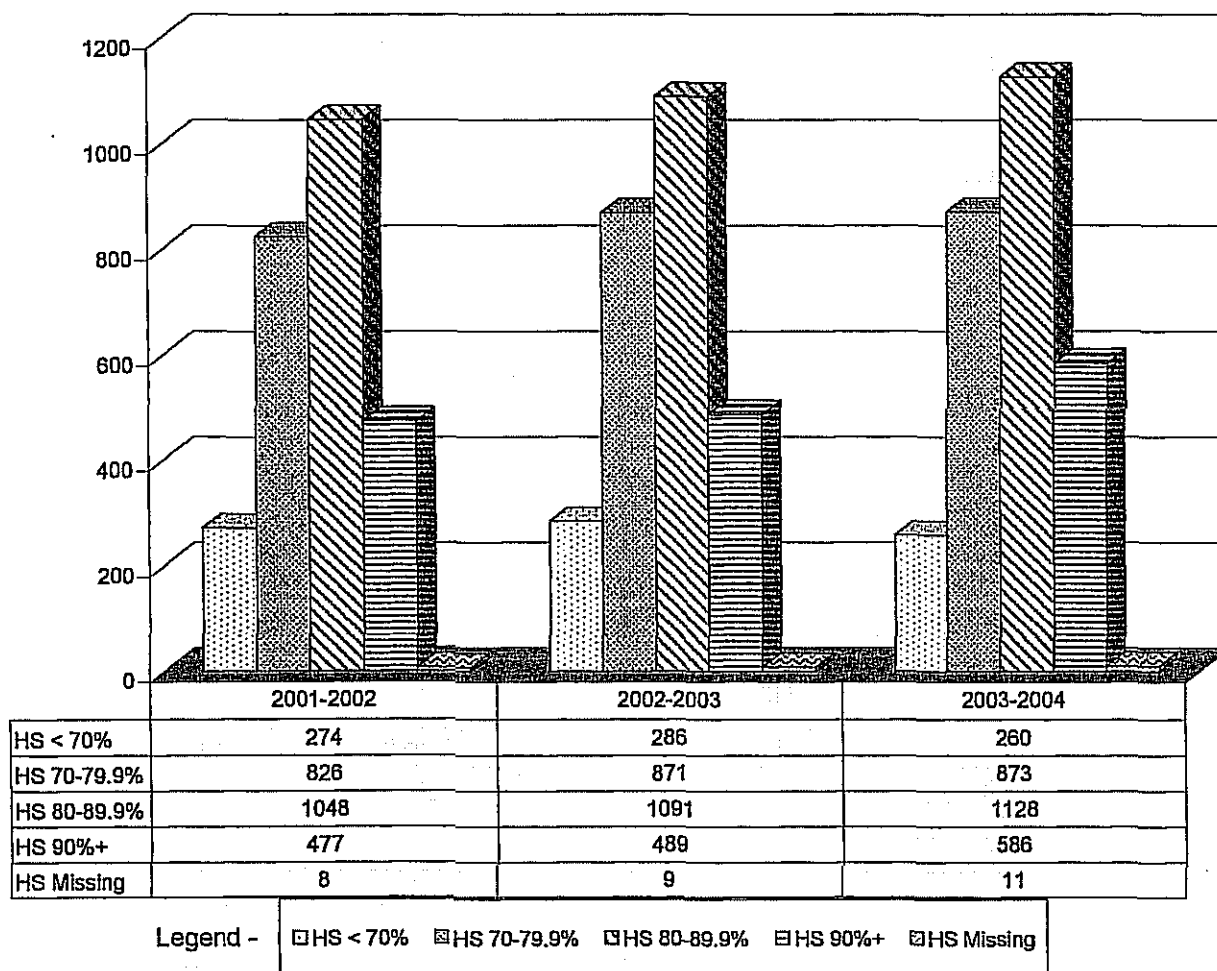


The quality of the students the University of Manitoba attracts has a profound impact on its undergraduate program. Last year, 81.54% of new high school students coming from Manitoba, other provinces and international high schools had entrance averages above or equal to 70%, 13.85% had averages below 70% and 5.48% of the students had missing information about their entrance requirements.

### Manitoba High School Students

The main core of the entering class is composed of students from Manitoba high schools. The enrolments in the 'Manitoba High School' category have increased from 2,633 in 2001-2002 to 2,858 students in 2003-2004. Although the number of students has increased, the profile has remained approximately the same (see Figure 3).

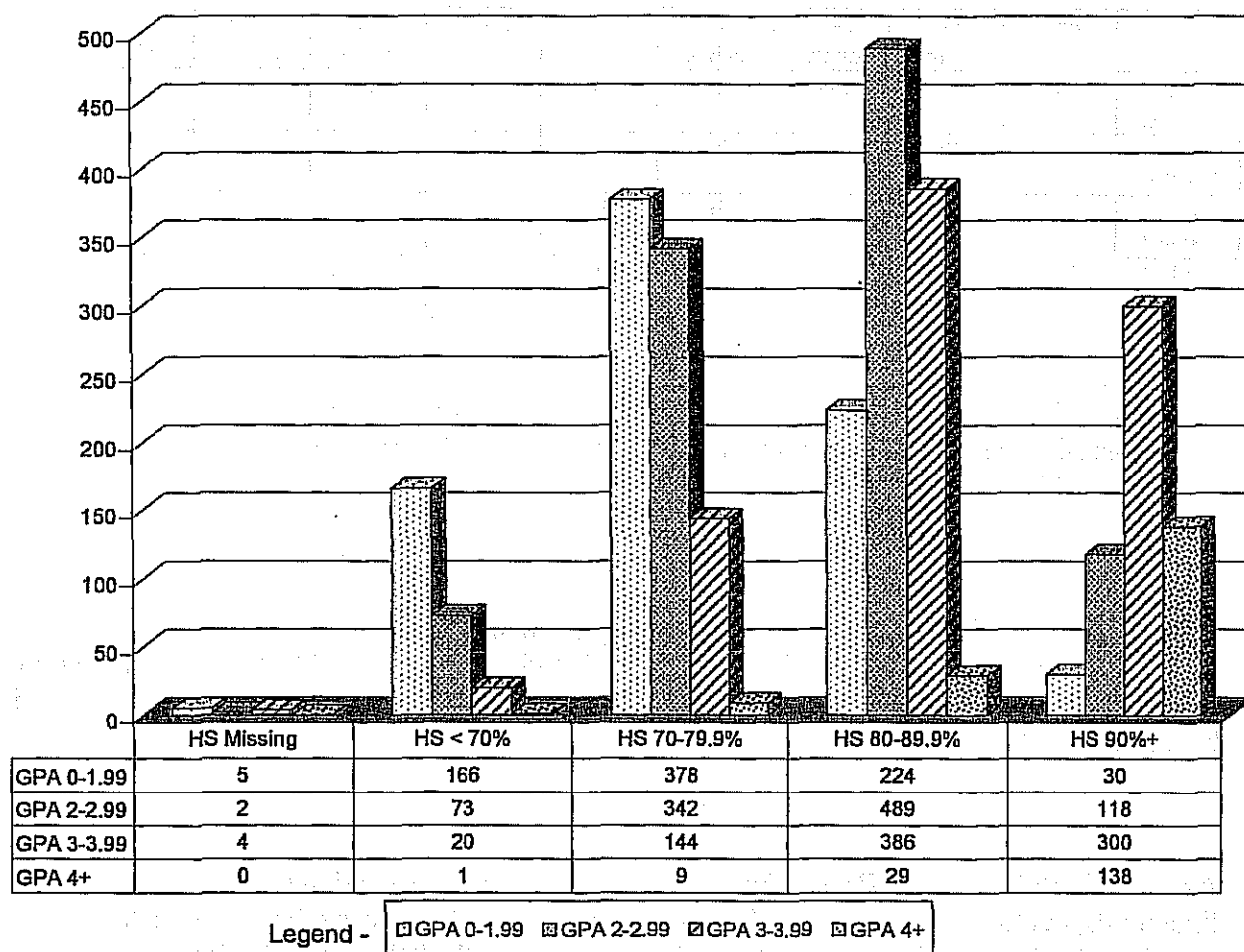
Figure 3: Profile of Manitoba high school enrolments (2001-2002 to 2003-2004)



We know from experience that students' marks drop during their first year in university. As *Manitoba high school students* constitute the bulk of the new students who enter University 1, of concern is the 9% of these students who enter with averages below 70%. How do these students perform given that by the end of the first year 28.10% of all the new Manitoba high school students were in academic difficulty, i.e., 803 of 2,858 students (see Figure 4)? Academic difficulty is defined here as a cumulative GPA < 2.0.

The new Manitoba high school group (2003-2004) consists of 260 students who were admitted with <70% average (see Figure 4). Approximately sixty-four per cent (63.85%) of the Manitoba high school students who entered with an average of <70% had cumulative GPAs of < 2.0 by the following April. The high school students who entered with between 70 and 79.9% average are also at a high risk and worth monitoring, however, the reasons for their poor performance cannot necessarily be associated with a lack of academic preparation.

Figure 4: Manitoba high school enrolment by entrance average and GPA (2003-2004)



In other words, over the last three years, 63 to 67% of the students who had < 70% when entering University1 from Manitoba high schools were struggling by the end of their first year (see Table 1).

Table 1: Percentage of Manitoba High School students within each entrance average group who are at risk

	2001-2002	2002-2003	2003-2004
HS < 70%	63.14%	67.48%	63.85%
HS 70-79.9%	44.43%	44.66%	43.30%
HS 80-89.9%	19.37%	19.80%	19.86%
HS ≥ 90%	3.77%	3.48%	5.12%

Therefore, the Manitoba High School students with entrance averages < 70% deserve our attention. Is there a critical point in their academic career? The first year of study seems to have been a challenge for most Manitoba high school students. Only at the 30+ credit hour mark (Table 2) does the number of students with GPAs < 2.0 decrease below the 50% mark.

Table 2: Percentage of GPAs &lt; 2.0 after completing the 2003-2004 set of courses

	0 crhrs	1-8 crhrs	9-14 crhrs	15 crhrs	16-20 crhrs	21-23 crhrs	24 crhrs	25-29 crhrs	30+ crhrs	Total
No. of courses	0	1-2	3-4	5	6	7	8	9	10+	—
GPA 0-1.99	9	26	25	20	20	20	21	18	7	166
No. of students	9	33	35	26	35	36	36	27	16	260
% GPA <2.0	100%	78.79%	71.43%	76.92%	57.14%	55.55%	58.33%	66.67%	43.75%	63.85%

**Key Point**

Overall, 63.35% of the students who had less than 70% when entering University 1 from Manitoba high schools were struggling by the end of the first year. In other words, in September 2003, 166 students of the 260 students admitted with less than a 70% average, had GPAs of < 2.0 by April 2004. As well, the first 30 credit hours of study seem to be a crucial time.

It should be noted that while the at-risk percentages are high for their particular group, they are still only a small part of University 1. Specifically, 166 students represents 3.01% of the total number of University 1 students or, alternatively, 166 students represents 5.81% of new admits from Manitoba high school in 2003-2004.

**The New Option 4**

As stated in *Building for a Bright Future*, "A sound university education requires grounding in the liberal arts, but this requirement needs to be balanced with other areas of knowledge that are equally critical to securing an education of lasting value in the 21<sup>st</sup> century." The purpose, therefore, would be to ensure that the students had the necessary tools to foster their future success.

Consequently, it is proposed that we consider the development of a strategy within University 1 starting with students in high risk groups such as Manitoba high school students with entering averages of <70%. One option would be to develop a screening program for early identification and a remedial program in answer to their needs. However, such a venture would be costly and take years to develop. Another option could be, therefore, to offer an alternative entry option into University 1. Students who are admitted to University 1 under this option would be required to satisfy a set of specified conditions tailored to their needs. Existing resources could be identified and student progress monitored by the academic advising team in University 1.

We know that some of the characteristics of successful retention programs include:

- ✓ being highly structured,
- ✓ relying on extended, intensive student contact,
- ✓ being based on a strategy of student engagement,
- ✓ focusing on affective and cognitive needs of students,
- ✓ tracking and monitoring student progress in all areas,
- ✓ celebrating retention champions,

✓ engaging faculty in the initiative.

The University of Manitoba already has the mechanisms in place to address most of these points. The primary goal of University 1 has always been student success and, as such, University 1 has the infrastructure to deliver these services.

As well, Student Advocacy/Student Resource Services offer a variety of programs to serve student needs: Student Advocacy, Student Resource Services, the Learning Assistance Centre, English Language Centre, Chaplains' Association, Disability Services, and the Playcare Centre. Services such as Housing and Student Life, the International Center for Students, the Student Counseling and Career Centre, the Aboriginal Student Centre, Student Employment Services, and the University Health Services are also available to students. The development of more formal links for referral and feedback with these groups would be an important part of this new program and initial discussions have already begun. As well, partnering with the coordinated tutor program being spearheaded by the Learning Assistance Centre is invaluable. Further, there are preparatory/developmental courses available through Science, Arts and Continuing Education.

#### Points to note:

1. Strengthening the support mechanisms to serve the needs of indirect entry students will mean that these supports are available for all students who also encounter difficulties;
2. All the students referred to in this document are currently being admitted to the University and are presently taking Year 1 courses and beyond;
3. This proposal does not enlarge or diminish the size of the entering class, but it will enhance students success and, consequently, student retention;
4. The principle of promoting student success means both creating the supports for a successful outcome and limiting the opportunity for failure;
5. The high school entrance average required for direct entry into University 1 would now be 70%.

#### Assumptions:

1. The November, 2003, Senate motion changed the General Studies admission regulations to match University 1 regulations;
  - a. The main impact was thought to be the elimination of students with entering averages between 50-63%;
  - b. The regulation actually impacts another significant group of students, those missing specific requirements, who may have entering averages as high as 90%.
2. GPAs from high school to university drop by 10-12%, this puts 'at risk' all students entering with averages of 63-69%;
  - a. Year 1 data demonstrate that, approximately 64% of the new students from Manitoba high schools with entrance averages of <70% were 'at-risk' by the end of the first academic year, i.e., they had cumulative GPAs of less than 2.0.
3. Three of the key elements in a successful retention program are academic advising, support mechanisms and orientation:
  - a. In order to provide better support for those students truly 'at-risk' while allowing capable students to proceed, it is recommended an additional entrance option for University 1 be created.
4. An evaluation process be completed 3 years after implementation.

Principles:

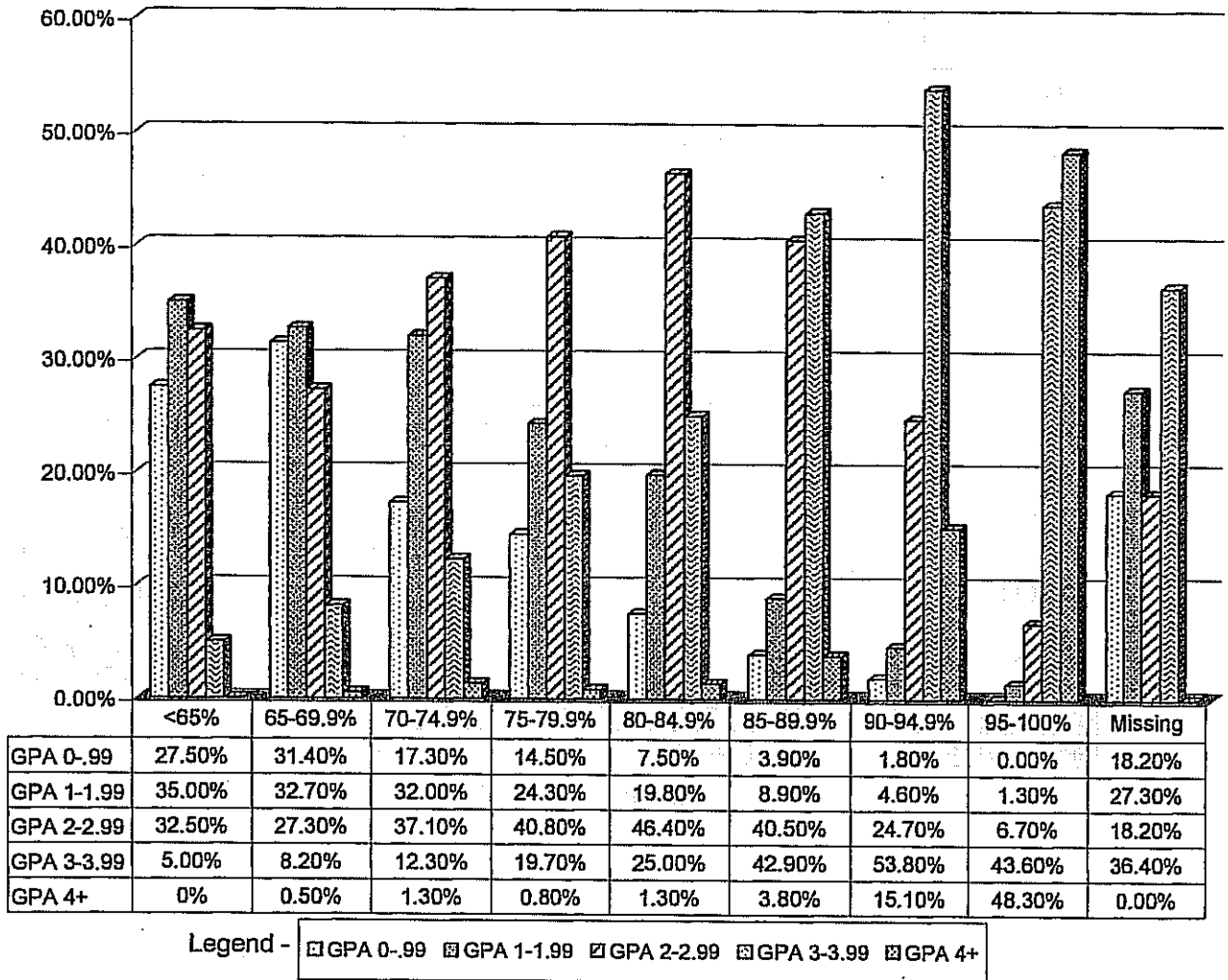
1. Students with entering averages between 63-69.9% who otherwise meet University 1 entrance requirements will be offered entry into University 1 under Option 4;
2. Students with entering averages  $\geq 70\%$  and meeting the University's general entrance requirement but *missing* one or more University 1 entry requirements will be offered entry into University 1 under Option 4;
3. Students offered entry under Option 4 are limited to a maximum of 24 crhrs;
4. Students will receive strong support through intensive (prescriptive and developmental) academic advising (compulsory monthly meetings - intrusive advising) which will also encourage students to take non-credit support courses as appropriate;
5. Students will be required to successfully complete 099.111 Introduction to University;
6. Students admitted under Option 4 are eligible for loans and bursaries if they take a minimum of 18 crhrs;
7. Students will be subject to all University 1 regulations, such as, grade appeals;
8. Students will have available a referral system to services (such as, the Student Counseling and Career Centre, Disability Services) and an appropriate system of feedback to/from advisors in University 1 who would monitor their progress;
9. Students who are successful on a minimum of 12 completed crhrs ( $GPA \geq 2.5$ ) may request a change of status at the discretion of the Director;
10. Students may study on a part-time basis but will be limited to a maximum of 24 crhrs;
11. Students who fail to obtain a minimum GPA of 2.0 on their best 12 of 24 credit hours will not be permitted to re-register in University 1. After one calendar year, these students with 24 crhrs, may apply for admission to the University of Manitoba.

Limitations:

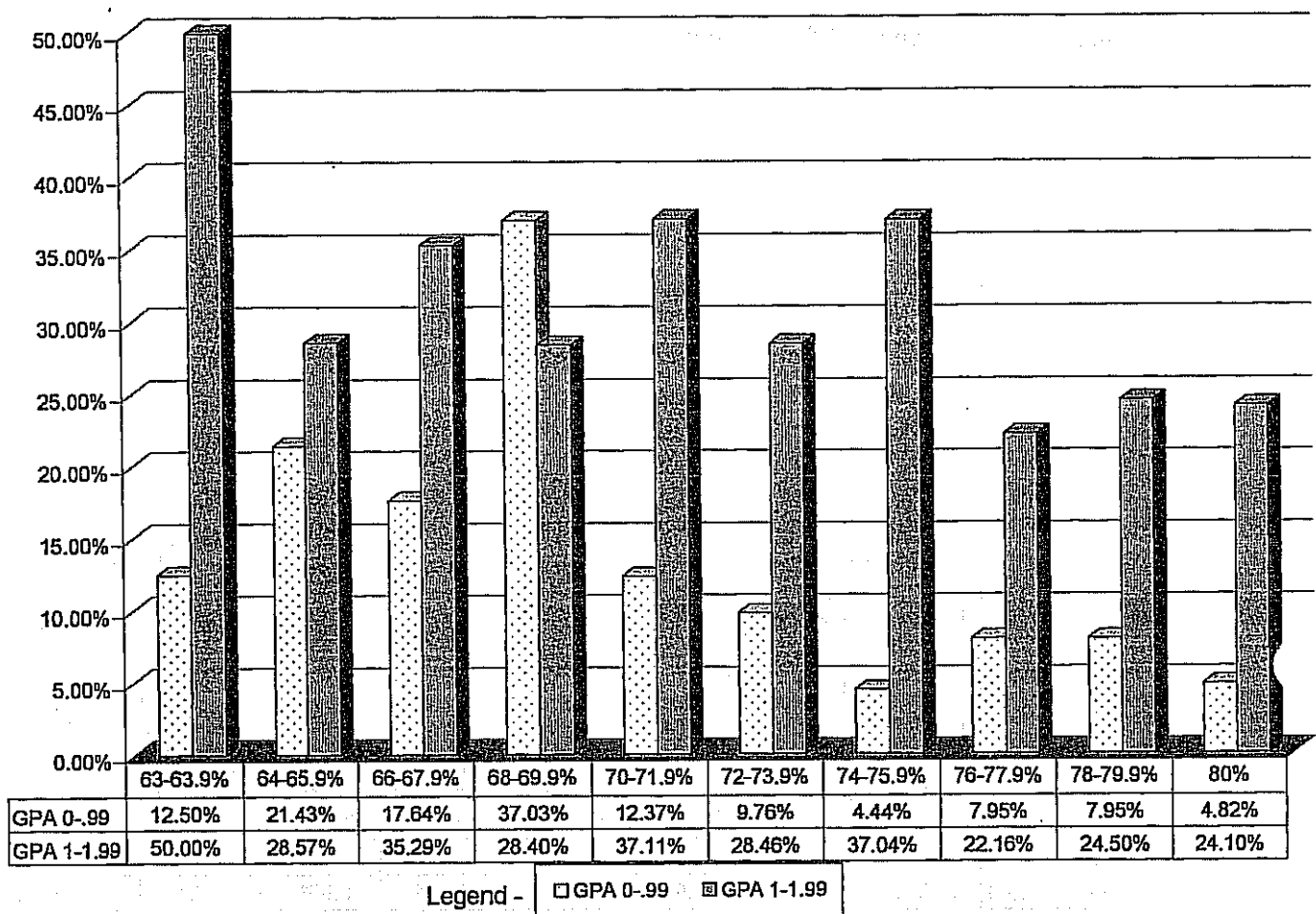
1. Students will be directed to take appropriate non-credit courses dependent on weaknesses in their background;
2. Monitored individual programs of study will be developed with the assistance of academic advisors;
3. Formal assessment will be at 24 credit hours;
4. Students will be encouraged but not required to take the appropriate non-credit support courses in the summer before the beginning of term;
5. Students wishing to apply to University 1 from other universities with less than 24 credit hours must meet the University 1 requirements.

## Additional Information:

## Manitoba High School (04R): IS data



Manitoba High School (04R): not official data





## **Report of the Senate Committee on Admissions concerning a proposal from University 1 to change its admission criteria by adding a fourth admission option (2005.04.05)**

### **Preamble**

A proposal from University 1 to change its minimum entrance average to 70 percent and to allow admission under a special category called Option 4 for applicants with entrance averages between 63 percent and 69.9 percent was discussed first by the Sub-Committee on Admissions on February 25, 2005, and then by the Senate Committee on Admissions on April 5, 2005.

### **Observations**

1. Concern was expressed that the threshold average of 70 percent seemed relatively arbitrary, though it was noted that this particular threshold is common among universities in Canada and that it will give University 1 a mechanism, as a first step, to identify a group of students whose risk of obtaining poor academic results in first year is very high.
2. It was noted that the evaluation of the Option 4 policy called for in the proposal is to occur three years after implementation, and SCADM suggested that this be modified to read "no later than three years after implementation", to allow for and encourage on-going monitoring.
3. The Committee noted that this proposal, if approved, would be implemented for the 2006-07 regular academic session and suggested that this be made clear in the recommendation.

### **Recommendations**

The Senate Committee on Admissions recommends to Senate that the admission criteria for University 1 be amended to include a fourth admission option. It is proposed:

1. that the University 1 minimum entrance average be raised to 70% from 63%;
2. that students with either
  - (a) a high school average of 63% to 69.9%, who otherwise meet University 1 entrance requirements, or
  - (b) a high school average of 70% and higher, who meet the University's general entrance requirements but are missing one or more University 1 entrance requirements,be offered entry to University 1 under Option 4;
3. that students offered entry under Option 4 be supported by intensive academic advising designed to develop individualized programs of study;
4. that a rigorous evaluation process of this Option 4 admissions policy be completed no later than three years after implementation, and

5. that the proposed Option 4 be effective for the 2006-07 regular academic session.

Respectfully submitted,

Dr. D.R. Morphy, Chair,

Senate Committee on Admissions

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

April 11, 2005

## **Report of the Senate Committee on Instruction and Evaluation**

### **Preamble**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.
2. The Committee met on March 16, 2005 to consider the student evaluation aspects of a proposal a for an Option 4 Entry to University 1.

### **Observations**

1. The proponents of Option 4 Entry to University 1 propose to raise the high school admission average for University 1 from 63% to 70% and admit students with averages of between 63% and 70% in a special category and provide those students with intensive advising and a more stringent evaluation of performance.
2. The Senate Committee on Instruction and Evaluation did not consider the modification to the admission average, as that matter is within the purview of the Senate Committee on Admissions.
3. With regard to the proposed methods of advising and evaluation for students admitted under Option 4, SCIE felt that the intensive advising, and more stringent assessment criteria were fair. It was felt that Option 4 would assist these students by providing students access to the University of Manitoba and the tools for success while limiting the risk of failure by assessing students' performance sooner and limiting the number of courses they can fail prior to being assessed.
4. SCIE was assured that students under Option 4 would be in the same classes as, and not distinguished in any way from, students admitted to University 1 under other options, i.e., there would be no stigmatization of Option 4 students. In fact, that information would only be known to the student advisors working with the students.
5. SCIE expressed an interest in seeing the results of the evaluation of Option 4, to see whether or not such an approach should be taken with other groups of students in the future. The Committee also felt that some consideration should be given to programs designed for students admitted from high school with very high entrance averages.
6. The Committee also observed that the introduction of Option 4 may serve as an incentive for high school students preparing for admission to University 1 to work harder to attain a 70% average.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends THAT Senate approve the Proposal for Option 4 Entry to University 1 as it relates to student advising and assessment.

Respectfully submitted,  
Dr. Karen R. Grant, Chair  
Senate Committee on Instruction and Evaluation

/jml



SCHEDULE OF MEETINGS AND AGENDA MAILINGS  
SENATE AND SENATE EXECUTIVE COMMITTEE

June 2005 to December 2006

Date for Items to the Secretary	Agenda to the Executive Committee	Executive Committee Meetings	Agenda to Senate Members	Senate Meetings
May 26 2005	June 2 2005	June 15 2005	June 23 2005	June 29 2005 <sup>1</sup>
August 11 2005	August 18 2005	August 24 2005	September 1 2005	September 7 2005
September 8 2005	September 15 2005	September 21 2005	September 29 2005	October 5 2005
October 6 2005	October 13 2005	October 19 2005 <sup>3</sup>	October 27 2005	November 2 2005
November 10 2005	November 17 2005	November 23 2005	December 1 2005	December 7 2005
December 1 2005	December 8 2005	December 14 2005	December 22 2005	January 4 2006
January 5 2006	January 12 2006	January 18 2006	January 26 2006	February 1 2006
January 26 2006	February 2 2006	February 8 2006	February 23 2006	March 1 2006
March 9 2006	March 16 2006	March 22 2006	March 30 2006	April 5 2006
April 20 2006	April 27 2006	May 3 2006	May 11 2006	May 17 2006 <sup>4</sup>
June 1 2006	June 8 2006	June 14 2006	June 22 2006	June 28 2006
August 10 2006	August 17 2006	August 23 2006	August 31 2006	September 6 2006
September 7 2006	September 14 2006	September 20 2006	September 28 2006	October 4 2006
October 5 2006	October 12 2006	October 18 2006 <sup>3</sup>	October 26 2006	November 1 2006
November 9 2006	November 16 2006	November 22 2006	November 30 2006	December 6 2006

1. Senate meets the last week of June so that a meeting in July is not required.
2. Senate meets the third Wednesday in May to allow additional time for the preparation of the list of graduands for Senate approval.
3. Senate Executive meets the 9:00 a.m. October due to the Fall Convocation.
4. Senate meetings are held in the Senate Chambers, 245 Engineering Building at 1:30.
5. Senate Executive meetings are held in 307 Tier Building at 1:30.





