

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, February 1, 2006
1:30 p.m.
Regrets call 474-6892

AGENDA

I **CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES - FEBRAUARY 2006** **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.

II **MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - NONE**

III **MATTERS FORWARDED FOR INFORMATION**

1. **In Memoriam Professor Marion Vaisey-Genser** **Page 18**

2. **Annual Report of the University Disciplinary Committee
For the period September 1, 2004 to August 31, 2005** **Page 19**

3. **Statements of Intent**

a) **Ph.D. in Native Studies** **Page 64**

b) **Joint M.A. in Peace and Conflict Studies** **Page 70**

IV **REPORT OF THE PRESIDENT** **Page 77**

V **QUESTION PERIOD**

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

VI **CONSIDERATION OF THE MINUTES
OF THE MEETING OF DECEMBER 7, 2005**

VII **BUSINESS ARISING FROM THE MINUTES - NONE**

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

1. **Report of the Senate Executive Committee** **Page 100**

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

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

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

X ADDITIONAL BUSINESS

XI ADJOURNMENT

Please Call Regrets to 474-6892.

/nis

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 February 3, 2006.

PROFESSOR MARION VAISEY-GENSER, 1929-2005

Marion Vaisey-Genser died at the age of 75 on Saturday, 22 October 2005. She commenced teaching in the Department of Foods and Nutrition (now the Department of Human Nutritional Sciences) at the University of Manitoba in 1965. She graduated with a B.Sc. in Home Economics from the University of Manitoba and an M.Sc. in Nutrition from McGill University. Before coming to the University of Manitoba she was Head of Food Acceptance at the Defence Research Medical Laboratories in Toronto, a lecturer and dietitian at Mount St Vincent College, Halifax and a lecturer at Oregon State College in the USA.

Marion's research interest and expertise was in the sensory properties of foods. She was well recognized in Canada and North America as one of the leading researchers in her field. She rapidly advanced to the rank of full Professor in 1974. Her unique leadership abilities led to her appointment as Department Head. This was subsequently followed by her appointment to Associate and Acting Dean of Graduate Studies and then to Associate Vice-President of Research from 1983-1991. Professor Vaisey-Genser retired in 1993 as a Senior Scholar and was subsequently appointed Professor Emeritus.

Marion was a remarkable woman. She was widowed with 2 young children at the age of 32. Her strength of character and strong work ethic ensured her children had a loving family environment. She later married Lawrence Genser in 1976 who passed away in 1997.

Marion's achievements were recognized by many awards including the Winnipeg Y.W.C.A. Woman of the Year (Professional Group); the Canadian Institute of Food Science and Technology W.J. Eva Award for her contributions to research and service; the University of Manitoba Chancellor's Award for Outstanding Service; the University of Manitoba Distinguished Alumni Award and the Canadian Institute of Food Science and Technology Institute Award. She held positions on many boards including the Prime Minister's National Advisory Board for Science and Technology. She also chaired the Universities and Colleges Division, United Way of Winnipeg Annual Campaign in 1996-1997

The last few years were very difficult for Marion following the sudden death of her son, Jacques at the age of 45 years. Nevertheless, her daughter Jill Vaisey and her husband Peter Dickof together with her daughter-in-law Tasha Nathanson, and their five grandchildren supported her important role in the family.

Her colleagues and students will miss her greatly, and we extend sincere sympathy to her family.

A memorial service was held in Winnipeg on Saturday, October 29th at St. John's College Chapel. In lieu of flowers, and in recognition of the tremendous help provided to Marion by the WRHA Palliative Care Program, the family suggests that donations be made to the "WRHA Palliative Care Fund" at A8024-409 Taché Ave., Winnipeg, Manitoba, R2H 2A6.

N.A. Michael Eskin, Associate Dean
Faculty of Human Ecology



UNIVERSITY
OF MANITOBA

Office of the President

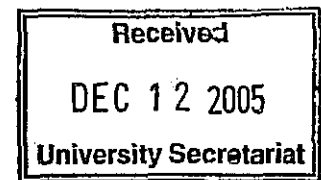
202 Administration
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 275-7925

December 12, 2005

To: Mr. J. Leclerc
University Secretary

From: Dr. Emőke J. E. Szathmáry
Chair of Senate

Re: Annual Report of the University Discipline Committee



Please find attached the annual report (1 September 2004 - August 31, 2005) of the University Discipline Committee.

I would be grateful if you would put this report on the agenda of the Senate Executive Committee, for information.



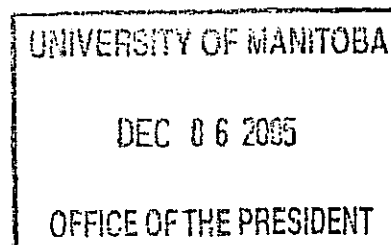
UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

December 06, 2005

Dr. E. J. E. Szathmáry
President
University of Manitoba
Room 200, Administration Building



Dear Dr. Szathmáry:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2004, to August 31, 2005. The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me.

The Committee has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Dishonesty" and the second addressing disciplinary matters which involve "Inappropriate Behaviour." Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters. The graphs span a five year period.

I would make the following observations concerning the report's contents:

- 1) I would note that this report only summarizes the disciplinary actions taken by the University of Manitoba. In the cases of more serious infractions, actions may have been also taken by outside authorities where appropriate.
- 2) In 2004-2005 the number of plagiarism incidents have increased to 93 incidents with 18 being Internet related. The increase in plagiarism this year is related to an incident reported of 26 students disciplined for inappropriate sourcing in one course. It appears from the increase of incidents in the last few years that Internet plagiarism has become a serious disciplinary problem at the University of Manitoba which should be addressed in a systematic manner.
- 3) The category of "Computer Related Incidents" within "Part 2, Inappropriate Behaviour" has changed. In 2000-2001 there were 524 incidents, with a decrease to 365 in 2001-2002. In 2002-2003 the number of incidents greatly decreased to 111. In 2003-2004 the numbers increased to 622, however 494 of these incidents are related to a marked increase in the area of "Spreading Computer Viruses", which is due to an increase in the number of viruses in the community, smarter viruses and people not keeping their home computers updated with security software. The Computer Security Co-ordinator has advised that when the University first started reporting the "Spreading of Computer Viruses" as a disciplinary action, a student would have had to

intentionally send the virus to another computer. Now, with smarter viruses, most people are not aware when a virus is in their computer, nor that they sent the virus. Due to the change in the nature of the viruses, consideration will no longer be given to the category of "Spreading Computer Viruses" therefore the number of incidents for this current year for Computer Related Incidents is at 18, a marked decrease from previous reports.

- 4) In relation to the total number of recorded discipline incidents related to the total number of students at the University for each of the past five years, it may be observed that the number of students has increased over the years, as well as the number of discipline cases recorded. It may be noted that the marked increase occurs in the area of Spreading Computer Viruses, which has been discussed in above paragraph. Due to such an increase in numbers it has been decided to no longer report "Spreading Computer Viruses" numbers, as it creates a spike in the discipline incidents that does not fairly reflect the true number of discipline incidents that have occurred at the University. The number of "Spreading viruses" was also separated out of the last two year's total in order to provide a comparison. See the following table

Total Number of Recorded Discipline Incidents in Relation to Total Number of Students

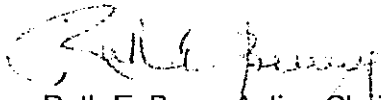
Year	Total # of incidents of Academic Dishonesty and Inappropriate Behaviour	Total # of students at The University of Manitoba	Percentage
2000-2001	658	21,978	3.0%
2001-2002	590	23,618	2.5%
2002-2003	387	24,981	1.6%
	244 (not including Spreading Computer Viruses)	_____	1.0% (not including Spreading Computer Viruses)
2003-2004	917	26,672	3.4%
	423 (not including Spreading Computer Viruses)	_____	1.6% (not including Spreading Computer Viruses)
2004-2005	323	28,049	1.2%

As in past years, I would again request that this letter and the accompanying Annual Report be circulated to those individuals who have occasion to be concerned with disciplinary matters. As is evident in the report, the treatment and disposition of disciplinary matters across the University is certainly not uniform, as students in some faculties are dealt with much more stringently than other students for similar offenses. Further educational efforts to reach both students and those administering the penalties, would be helpful. Although no cases of sexual

harassment were reported this year, two cases involving threats and bullying via e-mail were included, with very minor penalties assessed. This kind of behaviour should not be tolerated at the University, and stronger penalties for these incidents should be assessed.

It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would request another member of the Committee attend the Senate Executive and Senate meetings in my absence as I will be on Research/Study leave.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Ruth E. Berry', written over a horizontal line.

Ruth E. Berry, Acting Chair
University Discipline Committee.

RB/mms

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Academic/ Scientific Fraud	1	Academic fraud in three courses taught in department	A final grade of "F" on each course	Associate Dean of teaching faculty and Associate Dean of faculty of registration	Acknowledgment of behaviour, sincere remorse and family illness.	None	Not sought	N/A	N/A	N/A
	1	Replaced a student's name with his on an examination script	Suspended from all courses in the faculty for one year; Grade of "F" in the course; and required to write two letters of apology, to the student whose script was replaced and to the instructor of the course	Dean	None	None	Not sought	N/A	N/A	N/A

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2004 to August 31, 2005

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud	1	Final transcripts received from issuing institution had 21 lower grades	Application void and will not be considered until Sept 2005 with proof that applicant has sought explanation from issuing university	Acting Dean	No academic motive (would still have met threshold for admission; not admission to degree program); Admitted negligence.	None	Not sought	N/A	N/A	N/A
	1	Final transcripts received directly from issuing institution had 12 lower grades	Apology	Dean	No academic motive (would still have met threshold for admission); admitted negligence; plausible explanation	None	Not sought	N/A	N/A	N/A
	1	Fraudulent transcripts	Application void; comment on transcript	Acting Dean	None	None	Not sought	N/A	N/A	N/A
	1	Fraudulent transcripts and University stamps	Application void	Dean	None	None	Not sought	N/A	N/A	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.
OSA = Office of Student Advocacy
Examples of mitigating factors include the student's being apologetic or under extreme stress, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Application Fraud (continued)	1	Fraudulent transcripts	Application void and comment on transcript	Dean	None	None	Not sought	N/A	N/A	N/A
	1	Fraudulent transcripts	Application void and comment on transcript	Dean	None	No response to allegations	Not sought	N/A	N/A	N/A
	1	Student neglected to indicate prior attendance at a college	Student cautioned to be more careful	Director of Admissions	No intent to deceive	None	Not sought	N/A	N/A	N/A
Cheating on test/quizzes	1	Writing-on after term test was over	Notation "not admissible to the Faculty until after January 1, 2006" to be placed on record	Associate Dean	None	Second offence in Faculty	Not sought	N/A	N/A	N/A
	1	Use of unauthorized material during a lab quiz	Grade of zero for quiz and required to write an essay	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Crib sheet in mid-term exam	Grade of zero for exam	Department Head	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Allowed another (unidentified) student to write a quiz	F-CW, and 1 year suspension from the Department	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Crib sheet used during quiz	Grade of zero for quiz and a 1000 word essay on "Proper conduct during an exam"	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Student copied from another during midterm exam	1000 word essay on "Proper conduct during an exam"	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Repeatedly looked over the shoulder of the student in front during the midterm	Two page essay "Appropriate and inappropriate behaviour during an exam"	Department Head	Did not copy from student in front	None	Not sought	N/A	N/A	N/A
	1	Crib sheet found in possession of student during mid-term exam	Grade of zero on the exam paper	Department Head	Did not actually use crib sheet	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Academic misconduct by having course notes present during a term test	Grade of zero on test; seated in front row for subsequent tests	Department Head	None	No explanation why in possession of course notes or why consulting notes /concealing notes	Not sought	N/A	N/A	N/A
	1	Cheating on a term test	Grade of zero on test; seated in front row for subsequent tests	Department Head	Student discussed exam anxiety and exam preparation with instructor	None	Not sought	N/A	N/A	N/A
	1	Allowed another student to copy answers on a term test	Seated in front row for subsequent tests; required to write a one page paper re: academic dishonesty	Department Head in consultation of a Director of an academic body	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Cheating on term test	Grade of zero on test and seated in front row in subsequent tests; required to write a one page paper re: academic dishonesty	Department Head in consultation of a Director of an academic body	None	None	Not sought	N/A	N/A	N/A
	1	In possession of unauthorized materials	Grade of "F" in course; note on transcript indicating student was involved in an act of Academic dishonesty	Associate Dean	Student close to graduation	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Altered exam after it had been graded and returned and then asked for additional marks based on changes	Grade of "F" in course; Note on transcript indicating student was involved in a second act of Dishonesty. Barred from taking courses in the Faculty until January 2006	Associate Dean	None	Student's second offense	LDC	Grade of "F" in course; Note on transcript indicating student was involved in a second act of Dishonesty. Barred from taking courses in the Faculty for the 05R and 05s sessions; student to submit a 20 page essay on academic dishonesty	Not sought	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Use of an electronic translator	Barred from taking Faculty courses during the 05S and term 1 06R; note on transcript that student involved in an act of Academic dishonesty	Associate Dean	None	None	LDC	Barred from taking courses during the 05S session , note on transcript for one year only and the student must write letter of apology	Not sought	N/A
	1	Unauthorized materials (translator)	Barred from any Faculty courses during 05S and term 1 of 06R; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	No evidence that student had used the translator	None	LDC	Student found not guilty - no penalty	Not sought	N/A
	1	Looked at neighbour's exam	Barred from taking courses 05S and term 1 06R; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	None	Student submitted appeal to LDC but withdrew before the hearing	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Formulas written on the inside of a student's eraser cover	Barred from taking any Faculty courses during the 05S term and term 1 06R; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	None	None	Not sought	N/A	N/A	N/A
	1	Altered exam after it had been graded and returned and then asked for additional marks based on changes	Grade of "F" in course; barred from taking any faculty courses during the 05S and term 1 06R session; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2004 to August 31, 2005

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Cheat sheet used in mid-term exam	Grade of "F" in course; barred from taking any faculty courses for one year; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	None	None	LDC	Grade of "F" in course; note on transcript that student was involved in an act of academic dishonesty; permanently barred from taking Faculty courses	N/A	N/A
	1	Student copied another student's answer	Issued a reprimand and required to write a letter of apology to the Dean	Associate Dean	First time offense; student recognized seriousness of offense, student was apologetic and accepted responsibility for actions	None	Not sought	N/A	N/A	N/A
	1	Copied solutions from another student on a term test	Assigned a grade of "F" in course and suspended from all course in the Department until January 5, 2005	Department Head	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Cheating on test/quizzes (continued)	1	Copied material from a fellow student during a term test	Assigned a grade of "F" in the course and suspended from all courses in the Department until August 2005	Department Head	None	None	Not sought	N/A	N/A	N/A
Contravention of Examination regulations	1	Cheating during final examination	F-CW in course and suspended from the Faculty for one year	Associate Dean	None	None	LDC	Associate Dean's decision upheld	not sought	
	1	Cheating during final examination	grade of zero on mid-term examination	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of "crib notes" during final examination	Suspended from the Faculty for 1 year (May 1/05 to April 30/06 and suspension noted on student history; final grade of "C" removed for course but retroactive deferral granted for that course	Associate Dean	Several family issues	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations	1	Use of unauthorised aids during final examination	F-CW in course and suspended from taking courses in the department for one year	Department Head	None	None	Associate Dean	Rescinded penalty and replaced with earned grade and a notation on academic history that can be removed after January 1, 2006	N/A	N/A
	1	Use of unauthorised aids during final examination	F-CW in course and suspended from taking courses in the department for one year	Department Head	None	None	Associate Dean	Rescinded penalty and replaced with earned grade and a notation on academic history that can be removed after September 1, 2006	N/A	N/A
	6	Use of unauthorised aids during examination	Required to write an essay on proper conduct during an examination	Department Head	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	Use of crib notes during final examination	F-CW in course and suspended from the Faculty and all 100 level courses available for one year starting May 2005	Associate Dean and Director of an academic unit	Apparently suffering from anxiety	None	Not sought	N/A	N/A	N/A
	1	Student didn't hand in bubble sheet during final examination	F-CW in course and suspended from taking departmental courses for one year	Associate Department Head	None	None	Associate Dean	F-CW in course, may take departmental courses but not have a retroactive deferral for the course in question	N/A	N/A
	1	Unauthorised calculator in final exam	F-CW, 1 year suspension from the Department	Department Head	None	None	Not sought	N/A	N/A	N/A
	3	Possession of translator/calculator in final exam	Two page essay on "Proper conduct during an exam"	Department Head	Translating capability not used	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2004 to August 31, 2005

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	Unauthorized calculator in final exam	1000 word essay; status put on hold	Department Head	None	Essay not received	Not sought	N/A	N/A	N/A
	3	Unauthorized calculator in pencil case during final exam	1000-word essay on "Proper conduct during an exam"	Department Head	Calculators were not used	None	Not sought	N/A	N/A	N/A
	1	Cellphone on desk during final exam	1000-word essay on "Proper conduct during an exam"	Department Head	Cellphone was not used	None	Not sought	N/A	N/A	N/A
	1	Cellphone on desk during final exam	F-CW and 1 year suspension from Department	Department Head	None	Second offense in 05R; no response letter to reprimand letter	Dean	Letter of reprimand, notation on record	Not sought	N/A
	1	Observed looking at neighbour's paper during a final exam	1000-word essay on "Proper conduct during an exam".	Department Head	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	2	Unauthorized calculator on desk during final exam	1000-word essay on "Proper conduct during an exam"	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Cellphone found on student's desk during final exam	F-Cw and 1 year suspension from the department	Department Head	None	Reprimand letter not responded to	Dean	N/A	N/A	N/A
	7	Unauthorized electronic devices (calculators, cell phones, translators) were found on desks during final exam	Two page essay on "Proper conduct during an exam".	Department Head	Devices were not found to be used	None	Not sought	N/A	N/A	N/A
	1	Formula sheet did not conform to criteria set out in ROASS sheet	1000 - word essay on "Proper conduct during an exam"	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Calculator /translator was used in final exam	F-CW, 1 year suspension from department	Department Head	None	Translator was in use	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2004 to August 31, 2005

Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	Electronic translator found on desk during final exam	1000-word essay on "Proper conduct during an exam".	Department Head	None	Device was not in use	Not sought	N/A	N/A	N/A
	1	Student used unauthorized materials during the final exam	A final grade of F-CW; suspension from further registration in teaching faculty and registration faculty until August 15, 2006	Associate Dean of teaching Faculty and Associate Dean of the Faculty of Registration	Student did not show for hearing	None	Not sought	N/A	N/A	N/A
	1	Student used cheat notes during the final exam	A final grade of F-CW; suspension from further registration in teaching faculty and registration faculty until August 15, 2006	Associate Dean of teaching faculty and Director of an academic unit	Student did not show for hearing	None	Not sought	N/A	N/A	N/A
	1	In possession of unauthorized materials (dictionary) in final exam	Final exam mark lowered by 5 points; note on transcript that student was involved in an act of academic dishonesty	Associate Dean	Student admitted it was a careless mistake	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Contravention of Examination Regulations (continued)	1	In possession of unauthorized materials (dictionary) in final exam	Grade of "F" in course; note on transcript indicating student was involved in act of academic dishonesty	Associate Dean	None	None	Not sought	N/A	N/A	N/A
Copying from other Student's or submitted work on previous work	1	Copied classmate's take home exam paper	The grade of "F" in the course	Associate Dean	Student had been ill	None	LDC	Appeal denied	Not sought	N/A
	1	Copied another student's paper for course assignment	Submitted another with penalty of one letter grade	Department Head and Instructor	Apologetic; embarrassed; first year student	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Copying from other Student's or submitted own previous work (continued)	1	Copying another student's paper	Grade of "F" in the course	Associate Dean	Student close to graduation	Student denied copying despite clear evidence	LDC	Grade of "F" in course; Barred from taking any faculty courses until January 2006; note on transcript that student was involved in an act of academic dishonesty	Not sought	N/A
Forged Documentation	1	Falsified documentation and false information on completion of course	In addition to current academic suspension a further disciplinary suspension from September 1, 2005 to September 1, 2006	Associate Dean	None	None	Not sought	N/A	N/A	N/A
	1	Forged medical certificates when applying for deferrals for two courses	Grade of F-NP for both courses	Associate Dean	Illness, pain and suffering	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Impersonation	1	Wrote an exam for a fellow student	Suspended from the faculty for one year	Dean	Student was remorseful. The student was ashamed not only for himself but for the University and family	None	LDC	Suspended from the faculty for one year	Not sought	N/A
	1	Had a fellow student write exam	Suspended from the faculty for two years	Dean	None	Student was not remorseful. Student intention was to transfer out of faculty	LDC	Appeal denied and further the student offered money in exchange of a more lenient academic penalty	UDC	Student has been expelled from the University

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration	5	Duplication of assignment	Grade of zero on assignment plus a Grade of zero on the highest assignment for the year	Associate Dean	None	None	Not sought	N/A	N/A	N/A
	39	Duplication of assignment	Grade of zero for assignment	Associate Head	None	None	Not sought	N/A	N/A	N/A
	1	One student allowed her work to be copied	Final grade of "C"	Program coordinator	None	None	Not sought	N/A	N/A	N/A
	1	Copied the work of another	Final grade of "F"	Program Coordinator	None	None	Not sought	N/A	N/A	N/A
	2	Identical content on submitted assignments	A grade of zero on assignments; note on transcripts	Acting Head	None	Identical assignments	Not sought	N/A	N/A	N/A
	2	Similar assignment	A grade of zero on assignment	Acting Head	None	Only part of assignment similar	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration (continued)	2	Students submitted identical lab assignments	Grade of zero for both assignments	Course Instructor and Department Head	None	None	Not sought	N/A	N/A	N/A
	2	Students shared work violating guidelines	Both students received a grade of zero for assignment	Department Head and Professor	None	None	Not sought	N/A	N/A	N/A
	3	Unauthorized collaboration on lab assignment	Grade of zero on lab assignment	Department Head	Apology to Instructor	None	Not sought	N/A	N/A	N/A
	2	The students collaborated while taking a lab test	Grade of "F" was given for this test; there will be no opportunity to drop this Grade; a copy of the letter advising the students will be kept in the students' file, to be destroyed at graduation	Associate Dean	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism	1	Plagiarism in a term paper	Grade of zero on term paper	Associate Head	None	None	Not sought	N/A	N/A	N/A
	1	Unacknowledged quotations from the Internet	Grade of F on paper and grade of F-CW in course	Associate Head	None	None	Not sought	N/A	N/A	N/A
	1	Plagiarism of assignment from a website	Grade of F-CW in the course	Department Head	None	Student also reported for inappropriate collaboration	Not sought	N/A	N/A	N/A
	1	Failure to adequately cite sources and no use of quotes	Grade of zero for assignment and a grade of F for the course	Associate Head	None	None	Not sought	N/A	N/A	N/A
	2	Use of unacknowledged sources	Grade of zero for assignment plus submission of an essay on plagiarism - if no essay received, will receive a grade of F in the course.	Associate Head	None	None	Not sought	N/A	N/A	N/A

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ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 1, Academic Dishonesty

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Plagiarism (continued)	3	Lab report identical to two other students	Grade of zero for lab assignment	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Submitted work that was not his	Grade of "F"	Program coordinator	None	None	Not sought	N/A	N/A	N/A
	26	Inappropriate sourcing	Re-submission of assignment and regrading	Acting Head	Action was not intentional	None	Not sought	N/A	N/A	N/A
	1	Student submitted a report that contained numerous passages copied from various sources without credit annotated	Grade of "F" given for both the paper and the course	Acting Head and Associate Department Head	Student admitted plagiarism	Student has allegedly directed accusations toward one of the instructors	Matter has been referred to the Dean and is pending whether further action will be taken	N/A	N/A	N/A

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Student submitted a paper containing several uncredited copied statements and figures	Grade of "F" on paper and on course	Acting Head and Associate Department Head	None	None	Not sought	N/A	N/A	N/A
	4	Used reference material verbatim without quotation marks in part of the term paper	Grade of zero given for that part of term paper	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Plagiarized in paper	Suspended for 1 term; Grade of "F" in course; required to write a research paper on Plagiarism; notation on transcript for 2 years	Associate Dean	None	None	Not sought	N/A	N/A	N/A
	1	Submitted plagiarized work	Grade of F-CW in the course	Department Head and Professor	None	Student did not contact department for hearing	Not sought	N/A	N/A	N/A

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Plagiarism (continued)	1	Solicited answer to proposed research problem on Internet; plagiarized sections of research proposal	Grade of "F" in course; suspended one term; research paper and notation on transcript for two years	Associate Dean	Did not receive a response on Internet (i.e. did not hand it in as own work)	Did not reveal truth to Dean at outset; plagiarism issue came forward later	Not sought	N/A	N/A	N/A
	2	Plagiarized parts of paper	Grade of "F" in course; suspended for one year; notation on transcript for two years	Acting Dean	None	Extensive cut and paste from the Internet	Not sought	N/A	N/A	N/A
	1	Plagiarized in paper	Grade of "F" in course; Notation on transcript for 3 years; (academic result of F in this case is that student be required to withdraw by the home department)	Acting Dean	None	Was cautioned by instructor three times on previous papers	Not sought	N/A	N/A	N/A
	1	Plagiarized parts of course report	Grade of "F" in course; apology; research paper on plagiarism; remedial course; Entrance scholarship withdrawn	Dean	None	None	Not sought	N/A	N/A	N/A

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Plagiarism (continued)	1	Plagiarized parts of course report	Grade of "F" in course; apology; research paper on plagiarism; remedial course	Dean	None	None	Not sought	N/A	N/A	N/A
	1	Plagiarized in a paper	A final grade of F-CW in the course; suspension from registration in the faculty until September 4, 2006	Associate Dean	Acknowledgment of behaviour; illness	Student previously disciplined in 03R for the same offense	Not sought	N/A	N/A	N/A
		Plagiarized in course	Student to write a 5-7 page double spaced essay on the importance of accurate and complete citation of reference sources	Associate Dean	None	None	N/A	N/A	N/A	N/A
	1	Plagiarized in course	A final grade of F-CW in one course;	Associate Dean of teaching faculty	None	Student plagiarized twice in the same session	Not sought	N/A	N/A	N/A
	1	Plagiarized in term paper	A final grade of F on the term paper and a final grade of F-CW in the course	Acting Department Head	None	None	Deans	Penalty modified to remove the "CW"	Not sought	N/A

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Plagiarism (continued)	1	Use of unacknowledged quotations from the Internet	Grade of "F" on the paper; final grade of "F-CW" in the course	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources	Grade of zero for the assignment; submit an essay on plagiarism or receive a "F" in course	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged quotations from the Internet	Student required to submit for grading another essay or receive a grade of zero for the essay and a final grade of "F" in the course	Department Head	Admitted guilt	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged quotations from the Internet	Grade of "F" on the paper; final grade of "F" in the course with recommendation to contact the Learning Assistance Centre	Department Head	None	None	Not sought	N/A	N/A	N/A

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Plagiarism (continued)	1	Use of unacknowledged quotations from the Internet	Grade of "F" on the paper, with recommendation to withdraw from course and to contact the Learning Assistance Centre	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged quotations from the Internet	Grade of "F" on the paper; as the paper was a re-write, the grade for the original assignment will stand	Department Head	Expressed regret; apologized	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of "F" on the paper with the recommendation to contact the Learning Assistance Centre	Department Head	Expressed remorse; accepted responsibility	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged quotations from the Internet	Grade of "F" on paper	Department Head	None	None	Not sought	N/A	N/A	N/A

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Plagiarism (continued)	1	Use of unacknowledged sources from the Internet	Grade of "F" on the paper; final grade of "F" in the course	Department Head	None	Refusal to accept any responsibility; attempt to place the blame on the instructor	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of "F" on the paper; final grade of "F-CW" in the course; not permitted to register in any departmental courses for one year, beginning April 1, 2005	Department Head	None	Did not attend the discipline hearing; this is the second case involving this student	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources	Grade of zero on the assignment; submit an essay on plagiarism or receive an "F" in the course	Department Head	Readily admitted guilt	None	Not sought	N/A	N/A	N/A
	4	Use of unacknowledged sources	Grade of "F" on the assignment; final grade of "F-CW" in the course	Department Head	None	None	Not sought	N/A	N/A	N/A

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	2	Use of unacknowledged sources from the Internet	Grade of "F" on the assignment; final grade of "F" in the course	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of "F" on the assignment; final grade of "F-CW" in the course	Department Head	Admitted guilt	None	None	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of zero on the paper	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of "F" on paper; final grade of "F" in course	Department Head	None	Not clear that the student understood what constituted plagiarism	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources from the Internet	Grade of "F" on paper	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Use of unacknowledged sources	Grade of "F" on the paper; final grade of "F" in the course	Department Head	None	None	Not sought	N/A	N/A	N/A

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Student plagiarized	Grade of "F" on term paper; final grade of "F-CW" in course	Department Head	None	Student did not respond to allegation of plagiarism. Department proceeded with penalty	Not sought	N/A	N/A	N/A
	1	Student plagiarized	Grade of "F" on term paper	Department Head	Student admitted to plagiarism of term paper	None	Not sought	N/A	N/A	N/A
	1	Plagiarized term paper	Resubmit with 20% penalty	Department Head	Student submitted earlier draft of paper	None	Not sought	N/A	N/A	N/A
	1	Plagiarized term paper	Resubmit with 20% penalty	Department Head	Family illness	None	Not sought	N/A	N/A	N/A
	1	Plagiarized term paper	Grade of "F" in course	Department Head	None	None	Not sought	N/A	N/A	N/A
	1	Copying from text without proper citation	Warning by Professor	Associate Dean	Student did not understand the proper rules	None	Not sought	N/A	N/A	N/A

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Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Student delivered a plagiarized presentation to the class	Expulsion from the faculty	Director of academic unit	Student admitted to mistake	None	Not sought	N/A	N/A	N/A
	1	Student delivered a plagiarized presentation to the class	Expulsion from the faculty	Director of academic unit	None	A statement implying a lack of intention to report the incident	LDC	Suspension for 1 year; grade of "F" in course and first year; notation on transcript	UDC	Suspension for 1 year; failure of course, permission to repeat course during year of suspension and if successful deemed to have passed the first year.
	1	Direct and indirect quotations were not enclosed in quotations on a paper. Source was noted in the reference only	Grade of "F" was given for the paper; a copy of the letter advising the student will be in the student's file, to be destroyed at graduation	Associate Dean	None	None	Not sought	N/A	N/A	N/A

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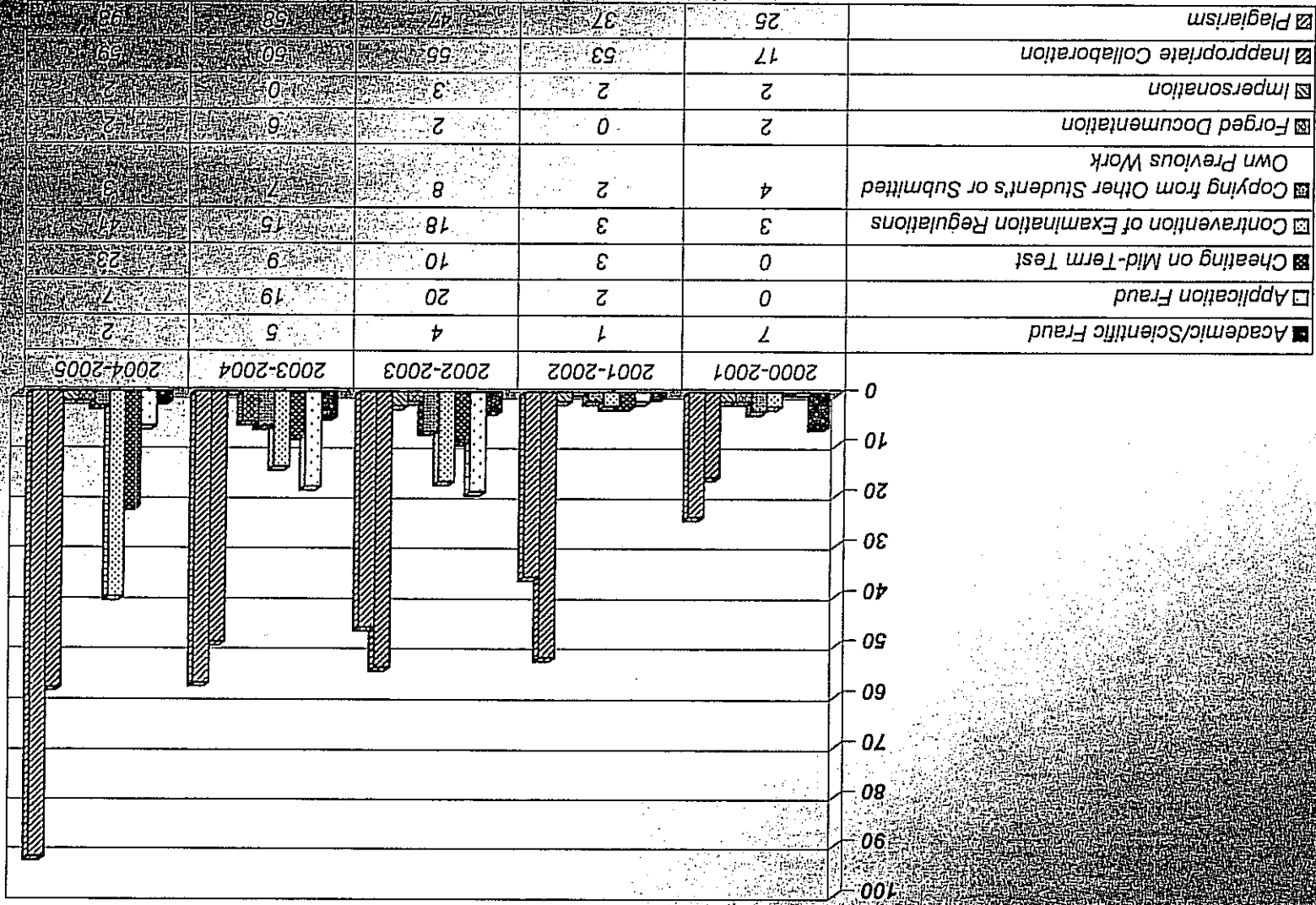
Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Plagiarism (continued)	1	Direct quotes were used while writing the paper, no references were attached	Grade of "F" was given for the paper; a copy of the letter advising the student will be in the student's file, to be destroyed at graduation	Associate Dean	None	None	Not sought	N/A	N/A	N/A
	3	Submitted plagiarized work	Grade of zero on each student's paper	Department Head and Professor	None	None	Not sought	N/A	N/A	N/A
	1	Submitted plagiarized work from Wikipedia	Grade of F-CW in course	Department Head and Professor	None	None	Not sought	N/A	N/A	N/A
	2	Submitted plagiarized work	Grade of 40% on each student's paper	Department Head and Professor	Student apologetic	None	Not sought	N/A	N/A	N/A
	1	Submitted plagiarized work	Grade of F-CW in course	Department Head and Professor	None	None	Not sought	N/A	N/A	N/A
	1	Suspected plagiarism	Student allowed to re-write paper	Department Head and Professor	Student didn't understand some rules and instance of plagiarism was slight	None	Not sought	N/A	N/A	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

Part 1, Academic Dishonesty



ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations - 57 -	10	Smoking marijuana	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Excessive consumption of alcohol	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	2	Excessive consumption of alcohol	\$50 cleaning fine	Director of Housing and Student Life	None	None	Not sought	N/A
	3	Alcohol in a public place - glass bottles	Warnings	Director of Housing and Student Life	None	None	Not sought	N/A
	6	Alcohol in a public place - glass bottles	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Alcohol in a public place - glass bottles	\$50 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Alcohol in a public place - glass bottles	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations (continued)	3	Alcohol in public place - open container	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Banned individual in residence room	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	5	Damaging residence property - minor	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Damaging residence property - minor	\$30 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Damaging residence property - major	\$150.00 restitution	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Damaging residence property - major	\$298.94 restitution	Director of Housing and Student Life	None	None	Not sought	N/A
	2	Disruptive behaviour - general	Warning letter	Director of Housing and Student Life	None	None	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations (continued)	1	Disruptive behaviour - general	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	3	Disruptive behaviour - non-residence students	Banned from the residence and the residence property	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Dishonest behaviour	\$160.84 restitution; move to a new room and Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	1	Dishonest behaviour	\$330.29 restitution	Director of Housing and Student Life	None	None	Not sought	N/A
	15	Excessive noise	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	3	Altercations with others	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	2	Disruptive behaviour towards staff	Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Breach of Residence Hall Regulations (continued)	1	Refusal to follow disciplinary instructions - failed to make meeting to discuss review of Residence hall probation	Continued Residence hall probation	Director of Housing and Student Life	None	None	Not sought	N/A
	2	Smoking in a non-smoking area	\$25 fine	Director of Housing and Student Life	None	None	Not sought	N/A
	2	Using inappropriate washroom- female in male washroom	Letter of warning	Director of Housing and Student Life	None	None	Not sought	N/A
	4	Eviction notice- serious violations of community standards	Eviction from residence	Director of Housing and Student Life	None	None	Not sought	N/A
Computer Related Incidents	1	Changes made to another student's courses on-line	Suspended from the University until September 2005	Computer security coordinator	None	None	Not sought	N/A
	1	E-mail abuse - threatening e-mail	Account suspended for one week	Computer security coordinator	None	None	Not sought	N/A
	3	E-mail abuse - bullying e-mail	Warned	Computer security coordinator	None	None	Not sought	N/A
	1	E-mail abuse - spam	Account suspended for two weeks, \$25 abuse fee	Computer security coordinator	None	None	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Indecent Exposure	1	Committed an indecent act and mischief and in violation of the computer use policy	Warning	Vice-Provost (Student Affairs)	no previous criminal record or record of complaints with Security Services	Used University's property to access pornographic websites	Not sought	N/A
Sexual Harassment	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Theft	1	Robbery and assault of another student on campus	Banned from the Fort Garry and Bannatyne Campus	Vice-President (Administration)	None	Threatened the life of another student	Requested and received permission to write two exams at Security Services	
Unprofessional Conduct	0	N/A	N/A	N/A	None	None	Not sought	N/A
Vandalism	0	N/A	N/A	N/A	None	None	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme stress, *etc.* Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, *etc.*

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2004 to August 31, 2005Part 2, Inappropriate Behaviour

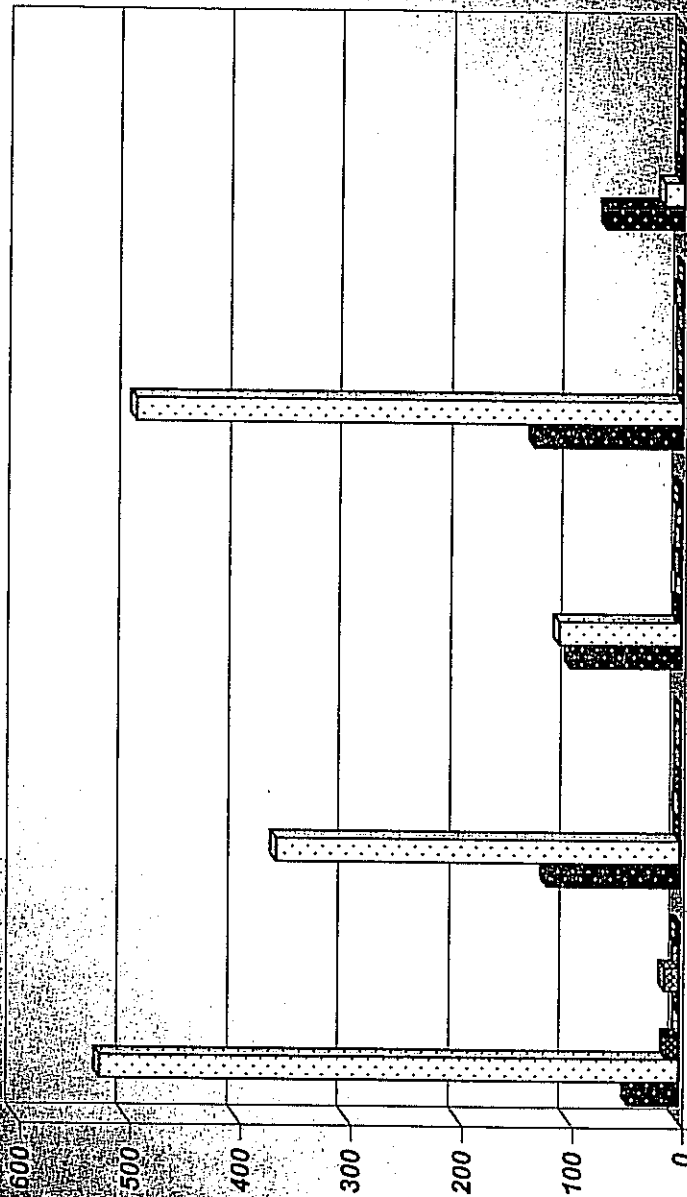
Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Computer Related Incidents (continued)	5	Copyright violations	Warned	Computer security coordinator	None	None	Not sought	N/A
	1	Copyright violations	Suspended	Computer security coordinator	None	None	Not sought	N/A
	1	Commercial web page	Warned	Computer security coordinator	None	None	Not sought	N/A
	1	Pornography in Open Area	Warned	Computer security coordinator	None	None	Not sought	N/A
	3	NSF Cheques	Warned	Computer security coordinator	None	None	Not sought	N/A
	1	NSF Cheque	Suspend	Computer security coordinator	None	None	Not sought	N/A
Disorderly/Threatening Conduct	2	Two students created a disturbance after a class and assaulted a Security Officer	Each student to write a letter of apology to Security Services (one did not write a letter student placed on hold)	Vice President (Administration) and Vice-Provost (Student Affairs)	On student advised that they had learned from the incident	The other student was involved in another incident prior to this one	Not sought	N/A

Notes: Where large numbers of students are noted above, it is normally a result of combining similar disciplinary matters that resulted in similar disciplinary actions.

OSA = Office of Student Advocacy

Examples of mitigating factors include the student's being apologetic or under extreme pressure, etc. Examples of aggravating factors can include denial in the face of clear evidence, lack of regret, etc.

Part 2: Inappropriate Behaviour



	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<input checked="" type="checkbox"/> Breach of Residence Hall Regulations	46	121	101	134	70
<input type="checkbox"/> Computer-Related Incidents	524	365	111	49	17
<input checked="" type="checkbox"/> Disorderly/Threatening Conduct	11	0	2	0	12
<input checked="" type="checkbox"/> Indecent Exposure	0	1	0	0	1
<input checked="" type="checkbox"/> Sexual Harassment	0	0	2	1	0
<input checked="" type="checkbox"/> Theft	13	0	1	0	1
<input checked="" type="checkbox"/> Unprofessional Conduct	1	0	0	2	0
<input checked="" type="checkbox"/> Vandalism	3	0	0	0	0



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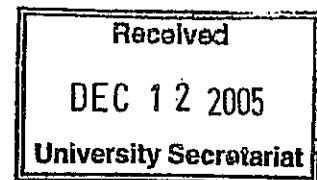
UNIVERSITY OF MANITOBA | Office of the
Vice-President (Academic) & Provost

07 December 2005

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

Dear Ms Gordon,

**Statement of Intent:
Ph.D. in Native Studies**



On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a new Ph.D. program in Native Studies.

This new program is a research-based doctoral degree designed to train students in interdisciplinary approaches to Native Studies. Students entering the program will normally have completed a Master's degree in Native Studies, but students with other disciplinary backgrounds will be considered. Students will be required to complete advanced course work and to write and defend a doctoral thesis.

Because in Canada there is currently only one Ph.D. program in Native Studies (at Trent University), we expect our new program to attract academically strong applicants, especially from Western Canada. Our aim is to admit about four students in any given year, so that at any given time we would have about 15 doctoral students in residence. Graduates are likely to find ready employment in the post-secondary education system, in a variety of government agencies, and in the private sector.

Much of the resource needs of this new program are now in place. Nonetheless, it is possible that modest additional resources will be requested from COPSE in the full program proposal.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "R. Lobdell". The signature is fluid and cursive, with the first name "Richard" and last name "Lobdell" clearly distinguishable.

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
 Robert Kerr, Vice-President (Academic) and Provost
 Jay Doering, Dean, Faculty of Graduate Studies
 Wanda Wuttunee, Acting Head, Department of Native Studies
 Jeff Leclerc, University Secretary

STATEMENT OF INTENT

Institution

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

Program Overview

- Program Name: Doctoral Program in Native Studies
- Credential to be offered: Doctor of Philosophy
- Does the program require accreditation from a licensing group? ☐ YES ☒ NO
If yes, name group
- Length of the program: 4 ☒ Years ☐ Months ☐ Semesters
- Proposed program start date: 01/09/06
Day/Month/Year
- Which department(s) within the institution will have responsibility for the program?
The Department of Native Studies in the Faculty of Arts
- As compared to other programs your institution will be proposing, the priority of this program is:
☒ High
☐ Medium
☐ Low
- Is this a new program? ☒ YES ☐ NO
- Is this a revision of an existing program: ☐ YES ☒ NO
If YES, name program NA
What are the impacts of changing this program? NA
- Will the program be available to part-time students? ☒ YES ☐ NO
- Will this program have a cooperative education component? ☐ YES ☒ NO
If YES, how long with the field placement be? NA
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☐ YES ☒ NO
Provide Details NA
- Will there be distance delivery options? ☐ YES ☒ NO
Provide Details NA
- Will this program be delivered jointly with another institution? ☐ YES ☒ NO
If YES, name the institution NA

ii RES, indicate why this program is needed (e.g., area of specialization)

No similar programs offered in Manitoba. One other program in Canada, at Trent University, Peterborough Ontario, opened in 1999. The University of Manitoba program is both needed and readily supported at this time. Student demand – and likely future demand for PhD graduates in both the university system and the governmental sector – is greater than the capacity of the Trent program can support. Students from Western Canada seek a program based closer to home that reflects the scholarly research conducted both in Native Studies and generally at the University of Manitoba. The Department of Native Studies now has considerable research scholarship in two areas, Aboriginal Governance (recently enhanced by two Canada Research Chair Tier II nominations) and Aboriginal Cultural Studies (also enhanced by a recent appointment in aboriginal literature). These specialties include work on First Nations peoples, Métis studies, and northern studies. In addition, potential adjunct faculty that teaches and researches in areas directly pertinent to Native Studies is found in Anthropology, English, History, Natural Resources, Sociology, and Political Studies at this university, providing additional resources.

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

No articulation, block transfer or credit transfer programs will need to be developed specifically for this program.

Specific Program Information

1. Program Description

●Describe the program and its objectives:

The proposed PhD program is research degree that will train new scholars in the canons of scholarship associated with interdisciplinary approaches to Native Studies. It will provide a pool of candidates for the intergenerational renewal of Native Studies nationally and internationally as well as provide highly trained researchers for aboriginal communities, the public and private sectors and non-governmental organizations. It will also enhance the University of Manitoba's position as a leader in post-secondary education of aboriginal people and the Department of Native Studies emergence as a site of major research strengths.

The Department of Native Studies is one of the foremost academic units of its kind in Canada. It is the flagship academic program in Aboriginal studies, an area long considered of strategic significance at the University of Manitoba. The Doctoral Program in Native Studies is a logical step in the continued growth of the Department. In its most recent strategic plan, "Building for a Bright Future", the University of Manitoba made a recommendation to "increase the pool of university graduates of Aboriginal ancestry to assure the province's economic, social and cultural growth" (p 2), and in particular, to "develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education" (p 9). The Advisory Committee to Provost - First Choice for Aboriginal students, specifically recommended in its Final Report that: "in order to increase Aboriginal academic human resource capacity, immediately support the development of a Doctoral program in the Native Studies Department, Faculty of Arts" (p 11). These recommendations accord with those established by the Royal Commission on Aboriginal Peoples, which formally recommended that "public post-secondary institutions in the provinces and territories undertake new initiatives or extend current ones to increase the participation, retention and graduation of Aboriginal students by introducing, encouraging or enhancing...(c) Aboriginal studies and programs as part of the institution's regular program offerings and included in the institution's core budget" (Vol 3, p 515). The Department of Native Studies has become a core academic unit in attracting and retaining Aboriginal undergraduate students at the University of Manitoba, and can clearly play the same role at the graduate level.

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

The proposed PhD program will normally require 18 credit hours of course-work at the 700 level. At least one 6 credit-hour course must be completed within the Native Studies department. After completing the course work, students will prepare for a written and oral Candidacy Examination. This Examination requires mastery of the core reading list of 100 books and monographs prepared by the Department of Native Studies (biennially) as well as specialized and general knowledge of issues and themes in the area of Native Studies. The areas of specialization, representing the research strengths in the department, are Aboriginal Governance, including aboriginal political economy, and Aboriginal Cultural Studies, including aboriginal literature. After successful completion of the four written exams (each written over a two-day period) and an oral examination based upon the written exams, students proceed to the dissertation as doctoral candidates. Candidates will then write a dissertation in a specialized topic based upon both a critical engagement with an existing body of scholarly work and considerable primary research on the dissertation topic. The dissertation is expected to make an original contribution to scholarship.

2. Enrollment

- What is the program's initial projected enrollment?

Two to four students in the first year

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

	New Students	Graduating	Total students
Year 2:	2 - 4		4 - 7
Year 3:	2 - 3		6 - 10
Year 4:	2 - 3		10 - 14
Year 5:	2 - 3	2 - 4	10 - 14

- Describe the expected student profile?

Students entering the program will normally have completed a Master's degree in Native Studies. Students with academic backgrounds in other areas who have specialized in Aboriginal issues within their discipline will also be considered. We anticipate attracting high caliber Aboriginal students to the program as a core part of the student body. Applicants will be recruited principally from the large number of Native Studies programs in Canada and the United States. Currently there are more than a dozen Native Studies undergraduate programs and six MA programmes in Native Studies or cognate areas in Canada, principally western Canada.

3. Labour Market Information

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

The program will produce scholars prepared to teach and research in the field of Native Studies. They will be available for the generational renewal of Native Studies departments and programs across Canada of which there are more than a dozen offering undergraduate degree programs. Graduates will also be trained in research at the highest levels and will be able to meet the demand from government, Aboriginal governments, non-governmental organizations, and the business community.

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

University and government sectors across Canada

A PhD in Native Studies, particularly for Aboriginal scholars, would be a very strong credential. The demand for high quality research in the field is growing enormously at all levels of government, in the private sector and for educational institutions.

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

Advanced training for Aboriginal persons is clearly an urgent priority in the Province of Manitoba. Aboriginal peoples are seen as the most significant underrepresented group in the province and an Aboriginal cohort will form the backbone of this program.

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

The University is being widely canvassed respecting the proposal. We anticipate a formal external review to be conducted by independent academic assessors.

- Is there any other information relevant to this program?

4. Financial Information

- Projected Program Costs: Salary
 Operating
 Capital
 Total cost (approx. \$15,000 p.a.)

Staffing costs will increase with one ½ time person moving to full-time

- Projected Program Revenue: NA

Submitted by:

Dr. Wanda Wuttunee
Name (print)

Acting Head, Department of Native Studies
Position

W. Wuttunee
Signature

Nov 30, 2005
Date

Approved by:

Dr. Richard Sigurdson
Name

Dean, Faculty of Arts
Position

R. Sigurdson
Signature

Nov 3/05
Date

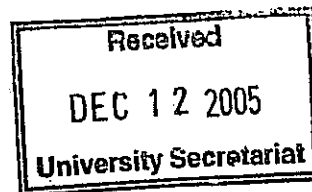


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Vice-President (Academic) & Provost

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07 December 2005

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



Dear Ms Gordon,

**Statement of Intent:
Joint M.A. in Peace and Conflict Studies**

On behalf of the University of Manitoba and the University of Winnipeg, I am pleased to submit the attached Statement of Intent to establish a Joint M.A. program in Peace and Conflict Studies. As is the case with our other Joint Masters programs, this new program will be administered under policies and procedures approved by the two University Senates.

This new program will focus on research and theory-building as well as practical applications of research for addressing conflicts and peace-building at the organizational, community, national and internationally levels. Students will be required to complete advanced course work offered by the two Universities, and to complete either a research thesis or a comprehensive examination. Graduates will have demonstrated the ability to analyze conflict, work collaboratively to resolve conflicts, and forge pathways to peace.

We expect about fifteen students would enter this program annually with undergraduate training in a variety of disciplinary backgrounds. The program will attract students from across Canada and from other countries, many of whom will have direct experience with conflicts of various kinds. Graduates are likely to find employment in the public, private, and voluntary sectors within Canada and internationally.

In order to offer this new Joint M.A. program, both Universities would require additional financial resources from COPSE. Details of this requirement will be addressed in the full program proposal.

My colleagues at both Universities would be pleased to provide any other information that your Council may require during its consideration of this Statement of Intent.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "Ra Lobdell".

Richard A. Lobdell
Vice-Provost (Programs)

Encl.

cc Emőke J.E. Szathmáry, President
 Robert Kerr, Vice-President (Academic) and Provost
 Alaa Abd-El-Aziz, Acting Vice-President (Academic), University of Winnipeg
 Jay Doering, Dean, Faculty of Graduate Studies
 Jeff Leclerc, University Secretary

STATEMENT OF INTENT

Institution

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

Program Overview

- Program Name: M.A. in Peace and Conflict Studies
- Credential to be offered: Master of Arts in Peace and Conflict Studies
- Does the program require accreditation from a licencing group? ☐ YES ☒ NO
If yes, name group
- Length of the program 1-2 ☒ Years ☐ Months ☐ Semesters
- Proposed program start date: 01/SEP/2007
Day/Month/Year
- Which department(s) within the institution will have responsibility for the program?
The Joint Discipline Committee of the University of Manitoba and University of Winnipeg for the joint M.A. program.
- As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
☐ Medium
☐ Low
- Is this a new program? ☒ YES ☐ NO
- Is this a revision of an existing program: ☐ YES ☒ NO
If YES, name program
What are the impacts of changing this program?
- Will the program be available to part-time students? ☒ YES ☐ NO
- Will this program have a cooperative education component? ☐ YES ☒ NO
If YES, how long with the field placement be?
- Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present? ☒ YES ☐ NO
Provide Details
Students who have a grounded experience in the Peace and Conflict Studies field may be exempt from certain skills and process classes, and can, therefore, take other courses in lieu of these courses. However, there will be no transfer of life experience credits into the Program in lieu of M.A. course credits.

Will there be distance delivery options? YES ☒ NO

Provide Details

Not at this time, but possibly in the future.

Will this program be delivered jointly with another institution? ☒ YES ☐ NO

If YES, name the institution

The University of Manitoba and The University of Winnipeg.

Are similar programs offered in Manitoba or other jurisdictions? YES ☒ NO ☐

If YES, indicate why this program is needed (e.g., area of specialization)

There is no program of this kind at this time in the Prairie Provinces. We are aware of the following Canadian universities that offer M.A. programs bearing some similarity to the proposed M.A. program in Peace and Conflict Studies:

Royal Roads University – M.A. in Conflict Analysis and Management, M.A. in Human Security and Peacebuilding)

University of Victoria – M.A. in Dispute Resolution

St. Paul University and the University of Ottawa (jointly) – M.A. in Conflict Studies

Carleton University – M.A. in International Affairs, Conflict Analysis stream

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

None.

Specific Program Information

1. Program Description

Describe the program and its objectives:

Course work requirement will consist of 18 credits of core courses and a thesis, or 30 credits of core courses and a comprehensive exam, with a minimum of 12 credits at the 700 level. Students in the program will take their courses at the University of Manitoba and at the University of Winnipeg. The expertise and knowledge of conflict studies represented by the faculty of the Menno Simons College will be reflected through the University of Winnipeg. The non-thesis track of the M.A. program will culminate in a written comprehensive exam. The M.A. curriculum will encompass the analysis and resolution of conflicts; peace research that examines the root causes of violence, social conflicts, and social inequalities; and a commitment to community-building and social justice. The program will be dedicated to research and theory-building as well as to practical applications of research for addressing conflicts and for peace-building at the community, organizational, national, and international levels. The objective of the program is to prepare educators, practitioners, researchers, professionals, and public intellectuals to face some of the most challenging problems and tasks of our time. Graduates will have demonstrated the ability to analyze conflict, work collaboratively to resolve conflicts, and forge pathways to peace. These analytic and practical skills are important in numerous professional contexts and are increasingly in demand in our communities.

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

The Program will emphasize the following substantive areas, among others: the historical and contemporary understandings of conflict, violence, and peace; practical and analytical skills in conflict intervention; peacemaking, and peace building; and the role of creativity in conflict and peace.

- 18 credits (graduate level) of coursework in core curricular areas, and a thesis.

- Theories of Conflict and Conflict Resolution (the course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to peacemaking and conflict resolution)

- Interpersonal Communication, Problem-solving, and Trust-building (the course examines the role of language and communication for successful communication, collaborative problem-solving, and trust-building are explored).
- International Human Rights and Human Security (the course examines the substantive themes, history, origins, contexts (culture and gender), and philosophical foundations of human rights and human security).
- Global Peace-building, Development and Social Justice (the course examines peace-building, development and social justice that occurs on a variety of levels and is manifest in a number of processes that are most appropriate for particular conflict situations and transformations may occur in future relationships).
- Research Methods (the course examines research methodologies as they relate to the field).
- Special Topics in Peace and Conflict Studies.
- For those taking the non-thesis route, a comprehensive exam and 12 credits (graduate level) of additional coursework needs to be taken; for example, children and war; reconciliation and social justice; storytelling and conflict resolution; and ethnic conflict analysis and resolution.

1. Enrollment

- What is the program's initial projected enrollment?

Fifteen students for the first year.

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

Twenty students in year 2, thirty students in year 3.

- Describe the expected student profile?

Students will be interested in communities, in organizations, for national governments, and internationally to address conflicts and problems and to develop pathways to peace and to civil society. Students interested in this program will be required to have a bachelor's degree from diverse disciplines. There are over 300 undergraduate programs in this field world-wide. This Master's program, which would be one of five in Canada and one of 48 in the world, is expected to attract applicants from across Canada and throughout the world. The unique focus of the program is expected to attract not only those who have pursued their education since high school, but also persons with a bachelor's degree who have some significant life experience in the Peace and Conflict Studies field and are returning to graduate studies. Many students will be seeking to enhance and enrich professional training in diverse areas such as public administration, health, law enforcement, and education.

2. Labour Market Information

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

The combination of research, practice, and course work experiences made possible through this interdisciplinary M.A. program will provide unique opportunities for graduates wishing to work in both the professional, practice, teaching and research domains. There is a need for the proposed interdisciplinary degree because of the myriads of conflicts occurring in the world today. Moreover, positions in international governmental and nongovernmental organizations related to this field are increasing dramatically, creating a new class of international workers and administrators. For Canada, being represented in these organizations will be critical to the nation's presence and influence in the global arena. The program will attract persons in Canada, the U.S., "post-conflict zones," developing countries, and throughout the world who seek work or are already working at the transnational level.

- Are there currently jobs in Manitoba in this field?

☒ YES ● NO

Graduates of this M.A. program will be able to work as public policy planners, researchers, trainers, consultants, journalists, legislators, clergy, community organizers, and policymakers. They will be valuable resources in business, health care, law enforcement, social and community services, communications, and governmental settings.

It is anticipated that Manitoba graduates from this program will make an important contribution to a wide variety of organizations, institutions, the military, and governmental departments throughout Canada and outside Canada.

If yes, where (geographic location and industry)?

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

The M.A. Program in Peace and Conflict Studies will prepare its graduates for several kinds of career paths — for example: international nongovernmental organizations (e.g., Amnesty International, International Alert, Friends of the Earth, Red Cross, Red Crescent); positions in governmental organizations, international governmental organizations (e.g., the United Nations High Commission for Refugees), and practitioners, researchers and policymakers on issues of human security, human rights, inter-religious dialogue, environmental conflict resolution, international peace-building, economic and social development, inter-group conflict transformation, and other social problems; working with elementary schools, secondary schools, and/or institutions of higher education to design and/or implement programs/curricula addressing peace education, violence prevention, and/or peer mediation; trainer, consultant, or other kind of third-party intervener for individuals, organizations (including, for example, not-for-profit organizations, nongovernmental organizations international nongovernmental organizations, as well as businesses, hospitals, police departments, prison, etc.), communities, or national governments. There are also public intellectuals of various kinds for whom this course of study would be especially appropriate: for instance, journalists, legislators, clergy, community organizers, directors of public institutions, and others whose work will shape and influence social thought and action.

The proposed MA program does not aim to produce students who can only be slotted into specific jobs; it will aim rather to produce flexible persons whose ways of thinking and skill sets will allow them to perform a wide range of tasks and whose communicative abilities will ensure that they are able to make exceptional contributions in communicating Canada's role as a global citizen to the world-at-large.

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

This program fits within Manitoba's economic, social, and other priorities as articulated in the Speech from the Throne, opening the first session of the Thirty-Eighth Legislative Assembly of the Province of Manitoba. The M.A. program is dedicated to making communities safer and more secure. The goals of this program are congruent with Manitoba's desire to build understanding, to create an inclusive community, and to develop a vibrant civic culture. This is significant for creating an attractive context for social development and building a vibrant community. As one member of the Mauro Centre's Board of Directors articulated, Winnipeg can be "a beacon of peace to the world."

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

A number of faculty and administrators at the University of Manitoba and the University of Winnipeg, Menno Simons College at the Canadian Mennonite University, as well as other academic institutions in Canada were consulted about the development of the M.A. program in Peace and Conflict Studies.

In addition, a large number of faculty who teach and do research in Peace and Conflict Studies in academic institutions in the USA and overseas were consulted regarding the development of the proposed M.A. degree. For example, Neil Katz (Program in Nonviolent Conflict and Change, Syracuse University); Alice Ackermann (OSCE, Austria); John Paul Lederach (The Joan B. Kroc Institute for Peace, University of Notre Dame); Marc Howard Ross (Department of Political Science and Peace Studies, Bryn Mawr College); Tamar Hermann (Tami Steinmetz Centre for Peace Research, Tel Aviv University); Joe Nevo (University of Haifa), Paul Arthur (University of Ulster), Joyce Neu (The Joan B. Kroc Institute for Peace and Justice, University of San Diego), Mitja Zagar (Center for Ethnic Studies, University of Ljubljana), and Hamdesa Tusso (Department of Conflict Analysis and Resolution, Nova Southeastern University) among many others.

● Is there any other information relevant to this program ?

3. Financial Information

Funds will be requested for four additional faculty members — two for the University of Manitoba (Peace and Conflict Studies) and two for the University of Winnipeg — to handle the teaching and research duties associated with the M.A. Program, and one support staff member to be located in the Mauro Centre at the University of Manitoba to support the teaching, research,

and administrative aspect of the new program. In addition, The Mauro Centre for Peace and Justice, St. Paul's College, University of Manitoba, gave \$30,000 to the University of Manitoba library to purchase books in the field to support the Ph.D. program. These resources will in turn support the M.A. program.

● Projected Program Costs:
Operating

Capital

Total cost

● Projected Program Revenue:

Other

Total revenue

Submitted by:

Jay Doering, Ph.D.
Name (print)

and

Alaa Abd-El-Aziz, Ph.D.

Dean of Graduate Studies

Acting Vice-President (Academic)

University of Manitoba


University of Winnipeg

Position

Signature



Signature



Date

16 Nov '85

Date

Nov. 10/85

PRESIDENT'S REPORT: February 1, 2006

My last report to Senate was submitted for its meeting on December 7, 2005. Part A of this report is organized into sections on General, Academic, Research, Administrative, and External matters. Part B contains a list of significant external engagements during the time period of this report.

I. GENERAL

1. Student Evaluation of Educational Quality (SEEQ)

The "Student Evaluation of Educational Quality (SEEQ)" rating system was adopted by Senate in November 1996 for use as a university wide evaluation instrument which assess answers to 29 questions in nine sections related to teaching. There is also a provision to compare the courses and instructors with other courses and instructors and to rate course expectations. SEEQ is administered for each course and consists of students completing a questionnaire in class. SEEQ provides feedback to improve the quality of teaching. A summary of the results of the evaluation for the 2004-05 session is attached to the end of this report (pages 22 and 23). Note in particular the overall summary (questions 30-32):

		Average	Good	Very Good
30.	Compared with other courses, this course is:	22%	36%	30%
31.	Compared with other instructors, this instructor is:	17%	31%	40%
30.	As an overall rating, this instructor is:	16%	33%	41%

2. University Outreach

Making our knowledge and experience available to individuals and groups outside our University on a voluntary basis is generally described as community service. Within this broader category, however, is that of "outreach" - a form of service where the recipients of our attention are most often members of the local community, rather than national and international professional bodies for whom professors, as an example, review manuscripts and evaluate research proposals. Outreach is an important component of the University's connection to the general community. Each year outstanding contributions are recognized by the presentation of University Outreach Awards. I had the pleasure of presenting awards to the following at a reception:

- **Dr. Joan Durrant**, Family Social Sciences, Human Ecology - for increasing accessibility of programs to Aboriginal students, including the

development of the Aboriginal Child and Family Services Diploma; for leadership in the transformation of the Centre for Development Health, including a strategy to support families using the facility; and for her advocacy regarding the elimination of physical punishment to children.

- ▶ **Ian Cameron**, Physics and Astronomy, Science - for his efforts to promote science in general, and astronomy in particular, among high school teachers by organizing workshops for teachers in elementary and high schools and by bringing astronomy into Manitoba classrooms through the Ewen Remote Observing Site at the Glenlea Research Station, including organizing an astronomy camp in the spring of 2005.
- ▶ **Professor Debra Parkes**, Law - for her service with the Elizabeth Fry Society, particularly her involvement in "Human Rights in Action," a national initiative aimed at developing solutions to the crisis of the over-representation of Aboriginal women in federal prisons; for sharing her expertise on the treatment of women in the criminal justice system; for her service with the women's Legal Education and Action Fund (LEAF) and the National Association of Women and the Law.
- ▶ **Linda Lavallee**, Assistant Director, Campus Security - for the critical role she has played as a volunteer with the Univillage Student Daycare Board of Directors; and for helping students, post-doctoral fellows, visiting researchers and their families who are new to Canada to connect and make links with services offered at the University of Manitoba.
- ▶ **Lucette Barber**, Clayton H. Riddell Faculty of Environment, Earth, and Resources - for her role as the coordinator of the "Schools on Board" program that provides high school students the opportunity to participate in research activities aboard the *Amundsen*, a retrofitted Canadian Coast Guard icebreaker that is located in the Arctic.
- ▶ **The MILE Team** (Medical Information Line for Everyone), (Debra Giesbrecht, Meera Thadani, Sunita Persaud) - for providing advice and information to the general public on all medications; for expanding the reach of the MILE program into Manitoba's rural communities and into Nunavut; and for developing and disseminating interactive promotional CDs about MILE for the benefit of medical practitioners working in remote areas;
- ▶ **Joe Danis**, Director of Housing and Student Life - for his role in developing PRAXIS, a campus-wide initiative that strives to promote community outreach and service-based learning among students and sponsors programs such as: food and clothing drives, youth mentoring

services and penny wars; and for his humanitarian work with the Rangpur Dinajpur Regional Service in Bangladesh.

- ▶ **Maggie Duncan**, Equity Services Advisor, Human Resources - for sharing her expertise in educational programming and policy development related to harassment and discrimination as a volunteer with the Harassment Advisory Committee for the Centre for Christian Studies; and as a member of the Board of Directors for "Reaching E-Quality Employment Services," a non-profit employment agency for people with disabilities.
- ▶ **Dr. Ishmael Bruce**, Centre for Community Oral Health, Dentistry - for his leadership, commitment and service in bringing dental care to the residents of the Norway House Cree Nation by developing a model health care program, the first of its kind across Canada to be created and implemented with community involvement, and tailored to meet the specific needs of the people of the Norway House Cree Nation; and for overseeing the northern community externships of students in dentistry and dental hygiene.
- ▶ **James Kominowski**, Slavic Librarian and Archivist, Elizabeth Dafoe Library - for showcasing the Slavic Collection and the Archives of the Ukrainian Canadian Experience, assisting researchers, welcoming academic groups, conference delegations, visiting faculty, and interested individuals, from Russia, Ukraine and Eastern Europe in their search for materials; for conducting information sessions for Ukrainian organizations; as a board member of the Ukrainian Cultural and Educational Centre, Oseredok.
- ▶ **Dr. Enrique Fernandez**, French, Spanish and Italian, Arts - for fostering contacts between the Department and the community inside and outside of Manitoba; and for creating and serving as the artistic director of "Los Titeres de Don Quixote," a puppet company founded in 2005 to commemorate the 400th anniversary of the publication of the Spanish masterpiece *Don Quixote* which has performed at local high schools, community centres, hospitals and colleges, as well as at the Spanish Embassy in Ottawa, at academic conferences, and other events.
- ▶ **Dr. Birna Bjarnadottir**, Icelandic Language and Literature , Arts - for taking a very active part in the life of the Icelandic community by attending local events, meeting with members of the community, writing articles for the local Icelandic newspaper, arranging art exhibits for Icelandic artists and explaining the University to the community at large.

- ▶ **Timothy Podolsky**, English Language Centre - for his service as a volunteer teacher of English as a Second Language (ESL) for high school students at Camp Tabir Zustrich, a two-week educational exchange between Canadian students and Ukrainian students in the summer of 2005; and for providing leadership to other volunteer instructors from western Canada at Camp Tabir Zustrich.
- ▶ **Betty Braaksma**, Information Literacy Coordinator, Elizabeth Dafoe Library - for presenting results of the University of Manitoba Libraries Information Literacy Program to national and international audiences, enabling the University to become recognized for developing an innovative and successful information literacy program; and for providing professional development opportunities to librarians in many communities.
- ▶ **Marian Kremers**, Pharmacy - for her service on the boards of the Canadian Pharmacists' Association, the Canadian Foundation for Pharmacy, the Manitoba Pharmaceutical Association, and the Manitoba Society of Pharmacists; and for her work in developing a Speechcraft program for students to assist them in becoming effective communicators of drug management.
- ▶ **Dr. Patrick Choy**, Associate Dean, Research, Medicine - for his long-standing service to the Heart and Stroke Foundation of Manitoba, as a board member, chair of the Research Advisory Committee and the Scientific Review Committee, and Vice-President; for his service on the Health Sciences Centre Allocations Committee, the St. Boniface Research Enterprises Board, and the Manitoba Health Research Council; for nurturing the formation of inter-university exchange programs with universities in China; and for his involvement with the Winnipeg Chinese Cultural and Community Centre, and the Winnipeg Chinese Community Foundation Fund.
- ▶ **Diabetes Education Resource Team for Children and Adults** (Dr. Elizabeth Sellers, Dr. Heather Dean, Gen Henderson, Norma Van Wallegghem, Pat Bobko, Gillian Toth, Louise Rawluk, Nicole Aylward) - for coordination of a variety of outreach programs in rural and northern Manitoba and in northwestern Ontario; for the organization of annual educational events for teachers and for families; and for staffing and training students in medicine, nursing and human nutritional sciences who work at Camp Koda, a residential camp for children with diabetes.
- ▶ **Dr. Don Flaten**, Soil Science, Agricultural and Food Sciences - for providing technical expertise as a member of the Government of Manitoba

Phosphorus Expert Committee, the Manitoba Crop Diversification Centre Industry Advisory Committee, the Manitoba Soil Fertility Advisory Committee, the Lake Winnipeg Stewardship Board, the Manitoba Sustainable Agriculture Association and the Manitoba Livestock Manure Management Initiative, and for presenting outreach seminars to various agricultural audiences.

3. Emerging Student Leaders

A new initiative of Housing and Student Life is the development of programs to encourage, in a more structured way, student leadership. While the University has many outstanding student leaders, the program will encourage others with leadership potential to become leaders through their involvement with the University and the community. The first event was held on the evening of November 24, attended by about 30 students selected by their peers. Keynote speakers were Charlotte Young, a recent Law graduate and former resident assistant, and Anna Drewniak, a third year Medicine student and an Academic All Canadian Bison Women Basketball star. There were also discussion groups on topics related to leadership, and I presented my views on leadership. I was pleased to be invited to meet with these exceptional students.

4. Buildings' Historical Plaques Project

Archives and Special Collections, University of Manitoba Libraries, completed the first phase of its Buildings' Historical Plaques Project, which consists of plaques mounted in 40 University buildings, at both the Fort Garry and Bannatyne Campuses. The plaques contain building histories, which are anecdotal in nature and complement the official cairns that recount the biographical details of the buildings' namesakes. For example, the Chown Building at Bannatyne is on land that was once a garage for the coaches and carriages for staff and students in Medicine; the namesake of the John A. Russell Building implemented a research program following World War II involving the design for the modernization of farm houses for which Russell was able to persuade the three prairie provinces and the federal government to provide funding; the seismometer in the Wallace Building was the first in Canada to record seismic data directly to digital media, enabling a more efficient method of sharing information with other North American seismic centres. The histories will be regularly updated to present fresh facts and interesting aspects of history. The project is complemented with a brochure, and a building history walking tour. The objective of the project is to share the University's vibrant and fascinating history with those on campus and visitors. The plaques were funded by the Manitoba Heritage Advisory Council with support from Physical Plant.

II. ACADEMIC MATTERS

Faculty of Agricultural and Food Sciences

- Dr. Rob Currie, Entomology, was the keynote speaker at the Wisconsin Honey Producers Association Meeting in Cable, WI, on November 4-5, 2005, where he presented two talks on research related to the control of varroa mites.
- Paula Halabicki, M.Sc. student in Soil Science, has won the 2005 Monsanto Canada Scholarship in Weed Science.

Faculty of Architecture

- At the invitation of Honorable Christine Melnick, Minister of Housing, Chief Ovide Mercredi and Dean Witty attended a special meeting to celebrate the commitment of the Province of Manitoba to assist in the examination of housing issues in the community of Grand Rapids. The Minister and the Chief requested the Faculty of Architecture's assistance in working with the community to explore design and planning considerations in the community as part of the Government and First Nation collaborative initiative.
- The Partners Program and Dean Witty assisted Forks North Portage in completing a major design charrette for the Marina Precinct at the Forks. The three day project was co-ordinated by the Partners Program and included faculty and students from the Faculty of Architecture, University of Manitoba, Faculty of Environmental Studies, University of Calgary, and the College of Architecture and Landscape Architecture, University of Minnesota.

Faculty of Arts

- Dr. Louise Renée, and Dr. Alison T. Holland, French, Spanish & Italian, co-wrote *Simone de Beauvoir's Fiction, Women and Language*. Peter Lang Publishing, Inc. (2005).
- Dr. Terry Janzen, Linguistics, edited *Topics in Signed Language Interpreting Theory and Practice*. John Benjamins Publishing Company. (2005).
- Dr. Adam Muller, English, wrote *Concepts in Culture, Art, Politics & Society*. University of Calgary Press. (2005).

- Dr. Lance W. Roberts, Sociology; Dr. Barry Ferguson, History; Dr. Karen Kampen, Sociology; along with Dr. Rodney A. Clifton, Educational Administration, Foundations, and Psychology, and Dr. Simon Langlois, Laval University edited *Recent Social Trends in Canada 1960-2000*. McGill-Queen's University Press. (2005)

Faculty of Education

- Internationally Educated Teachers (IET) Pilot Program orientation recently took place for this new faculty initiative. The IET Program is designed for graduates of international teacher education programs who are required to complete additional course work in education to be certified to teach in Manitoba. It is the first program of its kind in the province to offer this type of support at the university level. There are 8 students currently enrolled with representation from Croatia, Philippines, Romania, India and the Ukraine.

Faculty of Engineering

- The UMCCanadian Aero Space Institute (CASI) team, won the National CASI Glider Contest. Ten universities participated in the competition.

Libraries

- Scholars at the University of Manitoba and Canadian Mennonite University have discovered that an old Bible donated to St. John's College in 1897 by Rev. Daniel Greatorex, and housed in the Rare Book Collection in Archives and Special Collections, is an original first edition of the King James Bible. St. John's College owns the bible; the University's archives have the special facilities required for the preservation of ancient documents and rare books.

Faculty of Science

- On November 30th, the book *The Weights and Measures in Scotland* by Dr. Robin D. Connor, Physics, and A.D.C. Simpson, edited by Alison Morrison-Low and published by National Museums of Scotland, was selected for the Research Book of the Year 2005 award by the Saltire Society of Scotland and the National Library of Scotland.
- Dr. Smiley Cheng, Statistics, has been named a Fellow of the American Statistical Association. The designation of Fellow has been a superlative honour in the society for over nine decades and has signified an

individual's outstanding professional contribution to and leadership in the field of statistical science.

Faculty of Social Work

- Social Work will have its first PhD graduate in February 2006. Marlene Pomrenke successfully defended her PhD dissertation entitled "Resilience in Children of High-Conflict Separated/Divorced Parents". The doctoral program had its first intake of students in 2000 - 2001.

III. RESEARCH MATTERS

Honours and Distinctions

- On November 10, three more researchers at the University of Manitoba were awarded Canada Research Chairs. This brings the total number of Chairs at the University to 36. The latest awards represent a commitment from the Canada Research Chairs Program of \$4.9 million: \$2.4 million will fund the three new Chairs, while \$2.5 million will fund the renewal of five existing Chairs for another five years.

The three new Canada Research Chairs are:

- ▶ Dr. Grant Hatch, who was awarded a Tier 1 Canada Research Chair in Molecular Cardiolipin Metabolism. Dr. Hatch, Pharmacology and Therapeutics / Biochemistry and Medical Genetics, is conducting research into cardiolipin metabolism that will potentially lead to new therapies for heart disease, cancer, diabetes, obesity, and some rare genetic disorders. He will receive \$1.4 million over a seven-year term.
- ▶ Dr. Dean McNeill, who was awarded a Tier 2 Canada Research Chair in Information Processing for Intelligent Infrastructure. Dr. McNeill, Electrical and Computer Engineering, is developing more effective ways to monitor the structural health of bridges. He will receive \$500,000 over a five-year term.
- ▶ Dr. Mostafa Fayek, who was awarded a Tier 2 Canada Research Chair in Isotope and Environmental Geochemistry. Dr. Fayek, recruited from the University of Tennessee, will join the University of Manitoba Department of Geological Sciences in 2006. He is an expert in secondary ion mass spectroscopy, and his research is focussed on finding more effective ways to dispose of

nuclear waste, explore for minerals, and characterize materials. Dr. Fayek will receive \$500,000 over a five-year term.

Each of the new Chairs also received \$125,000 from the Canada Foundation for Innovation (CFI) Canada Research Chairs Infrastructure Fund.

The existing Canada Research Chairs that have been renewed for another five years are:

- ▶ Dr. Brian Cox, Psychiatry, Canada Research Chair in Mood and Anxiety Disorders.
 - ▶ Dr. Geoff Hicks, Canada Research Chair in Functional Genomics. Hicks, Biochemistry and Medical Genetics, is director of the Mammalian Functional Genomics Centre at the Manitoba Institute of Cell Biology, a joint institute of the University and CancerCare Manitoba.
 - ▶ Dr. Larry Hryshko, Physiology, Canada Research Chair in Cardiac Electrophysiology. Dr. Hryshko's laboratory is located at the St. Boniface General Hospital Research Centre.
 - ▶ Dr. Lorrie Kirshenbaum, Physiology, Canada Research Chair in Molecular Cardiology. Dr. Kirshenbaum is also based at the St. Boniface General Hospital Research Centre.
 - ▶ Dr. Hélène Perreault, Chemistry, Canada Research Chair in Bioanalytical Mass Spectrometry.
- Manitoba Centre for Health Policy director, Dr. Patricia Martens, and her *Need to Know Team* were among those honoured at the fourth Canadian Health Research Awards gala held in Ottawa on November 22.

Dr. Martens and her team received the CIHR Knowledge Translation Award, which recognizes teams or organizations that make an outstanding contribution to the health of Canadians or to the health system through exemplary knowledge translation. *The Need to Know Team* brings together researchers, regional health authorities and provincial planners to collaborate on research, from the development of research questions to ensuring that the results are used in evidence-based decision making and planning.

Grants Received and/or Applied For

- Twelve researchers received a combined total of \$1,108,855 in funding from the Canada Foundation for Innovation (CFI) through the New Opportunities Fund program. They are:
 - Dr. Brian Amiro, Soil Science, who received \$99,960 for equipment to establish a laboratory dedicated to agricultural and forest micrometeorology research on climate change, greenhouse gas emissions and the dynamics of forest fuel drying for fire management.
 - Dr. Peter Budzelaar, Chemistry, who received \$100,000 to establish a laboratory for mechanistic studies of organometallic reactions. The lab will combine experimental and computational research aimed at developing new catalysts for chemical reactions.
 - Drs. Christopher Anderson, Benedict Albensi, Paul Fernyhough, Pharmacology and Therapeutics and Dr. Hope Anderson, Pharmacy, who received \$400,000 for an integrated tissue imaging laboratory that will be dedicated to researching neurodegenerative and vascular disorders.
 - Drs. Mark Hanson and David Walker, Environment and Geography, who received \$109,165 to establish an aquatic and riparian ecosystem toxicological monitoring and plant process modeling laboratory. Research will focus on understanding the roles that toxicants, species diversity and invasive species play in modifying aquatic and terrestrial ecosystem structure and function.
 - Dr. Jonathan Marotta, Psychology, who received \$100,000 for equipment to establish a neuropsychology of vision perception and action laboratory. The lab will be dedicated to researching the neurological mechanisms underlying visual perception and the visual control of actions in both able individuals and those suffering from neurological disorders.
 - Dr. Donald Miller, Pharmacology and Therapeutics, who received \$100,000 to establish an advanced blood-brain barrier research laboratory. The research will focus on improving blood-brain permeability of therapeutic drugs, as well as understanding the cellular signaling mechanisms controlling blood-brain barrier permeability in normal and disease states.

- Dr. Vladimir Okhmatovski, Electrical & Computer Engineering, who received \$100,000 for a high-performance computational facility to advance electronic design automation. The lab will facilitate research that investigates system-on-chip design automation, interactive electromagnetic modeling, and coupling-aware layout and routing strategies of radio-frequency integrated circuits.
- Dr. Steven Whyard, Zoology, who received \$100,000 to establish a molecular biology laboratory for research into insect reproduction and development. The lab will be the only one of its kind in Canada dedicated to researching mosquito reproductive biology, and it will focus on identifying genes most likely to serve as targets for the development of new pest-specific pesticides and genetic control strategies.

Contracts Received

- On November 22, 2005, Manitoba Transportation and Government Services renewed its agreement with the University of Manitoba Transport Institute (UMTI) to assist in strategic transportation research and sustainable development.

The agreement, over five years, will cover a wide range of projects in sustainable transportation, human resource capacity development, economic impact in specific transportation sectors, trade-corridor studies, highway infrastructure research and managing conferences, seminars and symposiums. The agreement sets a maximum level of \$200,000 per year for services from UMTI between 2005 and 2010.

UMTI, which is housed within the department of supply chain management in the I.H. Asper School of Business at the University of Manitoba, has a mandate to advance economic growth, competitiveness and international trade through transportation and supply chain management research and education that links industry, government, educators and students.

- A contract was awarded by Western Economic Diversification Canada (WD) to establish a Bio-Processing Facility at the Richardson Centre for Functional Foods and Nutraceuticals. The eighteen-month contract (Sept/05 – Mar/07), which is for \$4 million, is under the direction of Dr. Digvir Jayas, Associate Vice-President (Research) and Canada Research Chair in Stored-Grain Ecosystems.

Related Initiatives

- RESOLVE (Research & Education for Solutions to Violence and Abuse) held its annual Research Day on November 18, 2005 at the University of Manitoba's Fort Garry Campus. The presentations and workshops at this year's event were organized under six major themes: the abuse of women, Aboriginal perspectives, children's programs, people exploited through the sex trade, the justice system, and new perspectives and programs. More than 360 people registered for the various presentations and workshops offered throughout the day.

Dr. Joanne Keselman, Vice-President (Research) and Ms. Deborah Thorlakson, President of the Prairie Action Foundation delivered welcoming remarks, and the keynote speaker was the Honourable Senator Sharon Carstairs.

RESOLVE was established at the University of Manitoba in 1992, as a collaborative endeavour of the three Manitoba universities and a range of public and voluntary sector organizations. It is a regional centre that works with researchers and agencies in Saskatchewan, Alberta and the Northwest Territories. RESOLVE's goal is to undertake research that will offer practical, action-oriented ways to help end family violence.

- On November 25, 2005, The University of Manitoba launched a new teaching tool designed to show Manitoba high school students the impact of health research. The "Taking Research to School" project was initiated by Dr. Peter Cattini, Associate Vice-President Research, and received a \$10,000 grant from the Canadian Institutes of Health Research (CIHR) Knowledge Translation: Public Engagement Project (PEP).

The PEP was instituted to increase public awareness of CIHR-funded health research and research results, and to mark the occasion of CIHR's 5th anniversary year. The University of Manitoba project was one of ten projects across Canada that received this funding.

The "Taking Research to School" project consists of five double-sided reference cards that each focus on a specific research area. The five areas covered are: allergies and asthma, cardiovascular disease, cancer, diabetes, and infectious diseases. The front of each card provides background information about the disease, as well as the major questions facing researchers in that area. The back of each card outlines the work being done by CIHR-funded researchers at the University of Manitoba to answer those questions. The package of reference cards will be distributed to every high school in Manitoba.

The project was launched at a press conference at Grant Park High School in Winnipeg, and participants included Dr. Cattini; Dr. Harvey Chochinov, Canada Research Chair in Palliative Care and member of the CIHR Governing Council; the Honourable Anita Neville, Member of Parliament for Winnipeg South Centre; and the Honourable Diane McGifford, Minister of Advanced Education and Training for the Province of Manitoba. Following the press conference, Dr. Andrew Halayko, Physiology, visited a class of Senior 3 biology students to describe his asthma research program.

- On November 30, 2005, the University publicly recognized the HIV/AIDS research team that received a Grand Challenges in Global Health grant of US\$8.3 million earlier this year. The event took place at the Winnipeg Convention Centre during the Global Impact infectious diseases symposium, which was sponsored by the St. Boniface Hospital and Research Foundation and the St. Boniface General Hospital Research Centre.

The research team is led by Distinguished Professor Dr. Frank Plummer, Medical Microbiology and Infectious Diseases and Canada Research Chair in Resistance and Susceptibility to Infections. The senior investigators based at the University of Manitoba are Dr. Blake Ball, Dr. Keith Fowke and Dr. Ma Luo, all from the Department of Medical Microbiology and Infectious Diseases. The team also includes 30 fellows, students, technicians and administrative staff from the University of Manitoba, as well as senior investigators from the University of Nairobi, the University of Toronto, McMaster University, the National Microbiology Laboratory, and the Université de Montréal.

During the event, University of Manitoba President and Vice-Chancellor, Dr. Emőke Szathmáry, congratulated the researchers on behalf of the University community and assembled the entire team for a group photograph.

Program Initiatives

- The second presentation in this year's *Get to know research ...at your University* speaker series was held on October 16 at Smartpark. It featured Dr. Peter Jones, Director of the Richardson Centre for Functional Foods and Nutraceuticals (RCFFN), and Canada Research Chair in Nutrition and Functional Foods. His presentation, "Are Functional Foods on Your Grocery List," described the difference between functional foods and nutraceuticals and outlined the research capabilities of RCFFN. The

presentation was very well-attended, and the audience included over 100 members of the University community and the general public.

Contracts Received

- A contract was awarded by Western Economic Diversification to sponsor "Nano-systems fabrication Laboratory." The five-month contract (Nov/05 - Mar/06), which is for \$1,240,000, is under the direction of Dr. Cyrus Shafai, Electrical and Computer Engineering.

IV. ADMINISTRATIVE MATTERS

Information Services and Technology

- The Telecommunications tender was awarded to Group Telecom for local, long distance and internet services. MTS will retain remote access services.
- Soundproofing of the Investors Groups Athletic Centre is expected to be completed by April 2006 in time for Spring Convocation.
- Cost estimates to replace VHS machines in the Libraries for viewing of classroom lectures with DVD technology are being prepared.
- Administrative Systems Renewal:
 - Work to make improvements to the VIP system continues.
 - Technical work continues on the Finance project. Go live is scheduled for April 2006.
 - Scenario testing is beginning for the student system. Work continues on building interfaces, reports and customization. Go live date is scheduled for July, 2006.
 - Training continues for the JUMP Calendar.
 - A Canadian Financial Aid System will be developed. A contract was agreed to between Sungard SCT and the five University consortium members.

Associate Vice-President (Administration)

- CIBC was the successful bidder for banking services at the Fort Garry and Bannatyne Campuses. There will be 8 ATM machines in place by February 1, 2006.

Ancillary Services

- MILE (Medical Information Line for Everyone) calls have now surpassed 2000 since opening at the University Centre Pharmacy, doubling the previous year. Outreach sessions held in the fall included: Middlechurch Personal Care Home - Supplements and Seniors; WRHA Seniors Collaborative Day - MILE Update; Addictions Foundation-Natural products, vitamins and herbs; Winnipeg Legion - Supplements and Seniors and MILE Services; University 1 - Gestational Diabetes - The Pharmacist's Role.
- The new year will bring a new look to some of the campus food services facilities. Subway will replace Mr. Submarine, with expanded seating by 102 seats at Campo Cafe, and Miso Noodle and Rice Bar, and a new Kettle Classics soup bar, will be added to the Centre Court Cafe.

Physical Plant

- Status of Building Projects:
 - ▶ **Bannatyne Parkade** - Piling is complete, concrete pile caps are complete, the grade beams and walls are 90% poured. A large crane will be installed in January to erect the walls and beams.
 - ▶ **EITC** - Renovation work in Engineering 1 is ongoing. About 99% of the exterior windows in Engineering 1 have been replaced and asbestos abatement is complete. Interior demolition is 85% complete, steel stud framing for the new interior walls has started and is ongoing with the 500 level 50% complete and areas on the 400 and 300 levels started.
 - ▶ **National Centre for Livestock and Environment (NCLE)** - Feedmill construction is 100% complete. The alternate barn has power and gas heat. The conventional barn has the wall framing and roof trusses in place and the metal roof is being installed and should be completed by January 30, 2006. The concrete walls and floors are poured in the All-in-All-Out barn and framing is near completion.
 - ▶ **Richardson Centre for Functional Foods and Nutraceuticals** - The project is now 99% complete and the building is occupied.
 - ▶ **Russell Building Exterior Wall Upgrade** - All demolition and mould abatement/asbestos abatement have been completed. Exterior wall work is ongoing with installation of precast concrete panels and aluminum curtain wall. Project is 80% complete.
 - ▶ **Aboriginal Student Centre** - Design revisions continue to meet the project budget.

- **Pharmacy Building** - The anticipated tender date is late January, 2006. An RFP was sent out for contractor prequalifications early in January.
- **Remote Library Storage Building** - The schematic design has been revised and the final layout will be presented shortly.
- **English Language Centre Building and Physical Plant Addition** - Physical Plant portion has been finalized. Options are under review for the ELC space.
- **Joyce Fromson Swimming Pool** - A two-phase project involving removal of the acoustic installation and ceiling and lighting installation is now underway.

Human Resources

- Sherri Walsh has been hired to handle the formal investigations under the Respectful Work and Learning Policy. Ms. Walsh is a graduate from the University of Manitoba, Faculty of Law and is currently a partner in the law firm Hill Abra Dewar. She is frequently retained by the Manitoba Human Rights Commission to act as external counsel and is also a part-time Chair of the Workers Compensation Appeal Commission.

Emergency Response Planning

- Representatives from the Office of the VP (Administration), Physical Plant, Environmental Health and Safety, Student Affairs and UMSU attended an Emergency Response Web Conference that was held on Dec. 7, 2005 to look at how other universities manage their responses.
- A Flu Pandemic Committee has been established to be chaired by the VP (Administration). The first meeting to be held in January 2006.

Taxi Driver Appreciation Day

- On November 6, 2005 the University held a Taxi Driver Appreciation Day. Approximately 25 taxi drivers attended. The purpose was to thank the drivers for their excellent work for being ambassadors for the University of Manitoba and the City of Winnipeg and to provide them with information to assist them in this role.

Smart Park

- The New Media Forum on November 25 was held in the Virtual Reality Lab in the ITC building. Over 90 participants were from the areas of architecture, engineering, science and music, plus Red River College and

other units from the University. Keynote speaker was Joanna Berzowska, Assistant Professor Design and Computation Arts at Concordia University in Montreal.

- Eureka! Musica! was held on December 7 in the lobby at 135 Innovation Drive for a crowd of approximately 90. Twenty-five of the Faculty of Music's highest caliber performers performed classical, jazz and opera pieces.
- Smart Park Phase II Infrastructure - Innovation Drive will be extended westward and a portion of Technology Trail off Chancellor Matheson Road, as well a second drainage pond will be installed on the 'west 50' acres later this year. Sidewalks will be constructed along Innovation Drive from Rh Way to Research Road.

V. EXTERNAL MATTERS

Alumni Affairs

- For graduates in Winnipeg, the Association is partnering with the Winnipeg Symphony Orchestra for University of Manitoba Night on January 20 and 21, 2006. On March 18, the Association is again partnering with the Manitoba Moose to host a University of Manitoba Night.
- To provide alumni with topical news about the university and the Association, the electronic newsletter *On Manitoba On Line*, was sent to approximately 10,000 alumni and friends in early December.

Public Affairs

- The 2005 edition of *New Knowledge for a New Economy* published as a supplement to the November 4, 2005 edition of Financial Post Magazine was distributed to 235,000 subscribers of the National Post newspaper as well as to selected retail news outlets across the country. The theme "UNIVERSITIES: Majoring in Canada's Future" was chosen to address the increasing role of universities in Canada's economic development and to draw attention to the contributions of universities to Canada's nation-building and social development. The University of Manitoba was highlighted throughout the publication: as a feature article on the front cover, "Partners in a pandemic: University of Manitoba joins the fight against HIV/AIDS", in a full page editorial featuring scientists Alan Ronald and Margaret Fast, Keith Fowke and Frank Plummer and in a full

page, colour ad featuring David Barber under "The University of Manitoba: a world of firsts."

- Public Affairs arranged for Rick Mercer to film Dr. Gord Giesbrecht ("Professor Popsicle") in his lab for his national CBC television program aired on November 22, 2005, and repeated on January 4, 2006.

Government Relations Office

- A series of meetings with City officials was held to review University initiatives including Smartpark development.
- The office hosted visits from government representatives : from the federal government, The Honourable Ken Dryden (Minister of Social Development) made a presentation to students; The Honourable Carolyn Bennett (Minister of State - Public Health) toured the Faculty of Dentistry; and University of Manitoba graduate Carole Swan (Associate Deputy Minister for Industry Canada) visited Smartpark. The provincial Minister of Agriculture, Food & Rural Initiatives, the Honourable Rosann Wowchuk and a delegation of NDP MLAs visited the Richardson Centre for Functional Foods and Nutraceuticals.

Development and Advancement Services

- Funds raised to December 22, 2005 total \$14,063,647.
- Annual Giving's call centre has already surpassed last year's achievement. In the 2004/2005 year (May 1, 2004-April 30, 2005) the Centre raised \$609,741. So far in the 2005/2006 year (May 1-December 20) the call centre has raised \$629,242. With 4 months left to go, the Centre is poised to raise over \$1 million.
- Annual giving coordinator and alumni fundraiser, Ashley Goodon, is quoted in the December edition of *Currents*, a monthly magazine of the Council for the Advancement and Support of Education (CASE). The article was titled "*Success Within Reach*", and referenced her insight on how to turn student callers into passionate fundraisers. The CASE magazine is distributed across North America.

PART B - Notable Events (External)
Emőke J. E. Szathmáry
Tuesday, November 22, 2005 - Thursday, January 5, 2006

Tuesday, November 22, 2005

- Bring greetings to the 2nd Biennial Aerospace Power Forum sponsored by the Centre for Defence and Security Studies.

Wednesday, November 23, 2005

- Present recognition certificates at Annual Outreach Awards Reception.

Thursday, November 24, 2005

- Present remarks at the Emerging Student Leaders' Dinner and Discussion.

Friday, November 25, 2005

- Present remarks at the New Media Symposium organized by the Advisory Committee on New Media, Chaired by Dean David Witty, Faculty of Architecture.

Sunday, November 27, 2005

- Attend ceremony to be inducted into the Royal Society of Canada, in Ottawa .
- Attend dinner in honour of new Fellows of the Royal Society of Canada.

Tuesday, November 29, 2005

- Present remarks at the Faculty of Graduate Studies Reception to honour graduate student award recipients.

Wednesday, November 30, 2005

- Present remarks at the Gates Grand Challenge Recognition Event at which the University of Manitoba team of Dr. Frank Plummer, Dr. Keith Fowke, Dr. Blake Ball, Dr. Ma Luo and more than 20 research fellows, students, technicians and support staff were honoured. The Grand Challenges in Global Health initiative was launched in 2003 by the Bill and Melinda Gates Foundation, in partnership with the National Institutes of Health, to harness the power of science and technology to dramatically improve health in the world's poorest countries.
- Introduce Mr. Raymond McFeetors, President and CEO, Great-West Life, London Life and Canada Life, as the recipient of the B'nai Brith Award of Merit at the B'nai Brith Award of Merit Gala.

Thursday, December 1 - Tuesday, December 6, 2006

- Travel to Shantou, China, via Hong Kong, to attend International Symposium on Recent Advances in Molecular, Clinical and Social Medicine (jointly organized by the Shantou University and the University of Manitoba).

Friday, December 2, 2005

- Meet with University benefactor.

Saturday, December 3, 2005

- Present remarks at the Opening Ceremony.
- Attend reception hosted by Consul General of Canada, Mr. Tim Coughlin.

Sunday, December 4, 2005

- Attend sessions of the Symposium.

Monday, December 5, 2005

- Attend sessions of the Symposium.
- Attend closing dinner and Presentation of Student Poster Awards.
- Present Awards, along with Dr. Xiaohu Xu, President of Shantou University, to winners of the poster sessions.
- Present remarks at the Dinner.

Monday, December 12, 2005

- Attend meeting of the Council of Presidents of Universities in Manitoba.
- Chair the Board of Directors meeting of the Asper Centre for Entrepreneurship.

Tuesday, December 13, 2005

- Attend reception and dinner to celebrate launch of the book "*They Chose Canada*", a project of the Winnipeg Chinese Cultural and Community Centre, featuring 11 Manitobans who immigrated to Canada and have chosen to live in Winnipeg.
- Attend launch of the book, "*They Chose Canada*".

Friday, December 16, 2005

- Present remarks at the English Language Centre Graduation Ceremony.

Monday, December 19, 2005

- Attend meeting of the St. Boniface General Hospital Board of Directors.

Tuesday, December 20, 2005

- Meet with Dwight Botting, Deputy Minister for Advanced Education; Louise Gordon, Executive Director, Council on Post-Secondary Education; and the Council of Presidents of Universities in Manitoba.

Thursday, December 22, 2005

- Attend meeting of the Premier's Economic Advisory Council's Competitiveness Task Force, and discuss report with the Premier.

Thursday, January 5, 2006

- Host dinner in honour of Dr. Leslie Degner, 2005-2006 recipient of the Winnipeg Rh Institute Foundation Medal.
- Attend lecture given by Dr. Leslie Degner, 2005-2006 recipient of the Winnipeg Rh Institute Foundation Medal.

Wednesday, January 11, 2006

- Meet with Jane Ebbern, Regional Director for The Canadian Unity Council for the Prairies, Alberta, Northwest Territories and Nunavut.
- With the vice-presidents, make a presentation to the University of Manitoba Students' Union Council. Dr. Robert Kerr, Vice-President (Academic) and Provost; Dr. Digvir Jayas, Associate Vice-President (Research); Mrs. Deborah McCallum, Vice-President (Administration); and Mrs. Elaine Goldie, Vice-President (External) each spoke briefly, and the group responded to questions.

Friday, January 13, 2006

- Attend Farewell Reception for Louise Gordon, Executive Director, Council on Post-Secondary Education.

OS020 - Student Evaluation of Educational Quality (SEEQ)
Main Report for Session: 05S - Terms: (all terms)

10:28 Wednesday, December 7, 2005 91

Web:

College:

Faculty: Combined Report

Department: Combined Report

Course and Section: Combined

Section Selected:

Course Description: Combined Report

Students Enrolled: 14401

Instructor(s): --- Aggregate Report ---

Students Responding: 10496

Session: 05S

Term:

Duration:

Group #: .

Percentage Responding: 73 %

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NO RESPONSE	MULTIPLE RESPONSE
EARNING								
1. I have found the course intellectually challenging and stimulating.	0%	1%	3%	14%	52%	29%	0%	0%
2. I have learned something which I consider valuable.	0%	1%	3%	11%	49%	35%	0%	0%
3. My interest in the subject has increased as a consequence of this course.	0%	3%	6%	19%	41%	30%	1%	0%
4. I have learned and understood the subject materials of this course.	0%	1%	3%	14%	54%	27%	1%	0%
ENTHUSIASM								
5. Instructor was enthusiastic about teaching the course.	0%	1%	3%	11%	40%	45%	0%	0%
6. Instructor was dynamic and energetic in conducting the course.	0%	1%	4%	14%	38%	42%	1%	0%
7. Instructor enhanced presentations with the use of humour.	0%	2%	5%	16%	38%	39%	1%	0%
8. Instructor's style of presentation held my interest during class.	0%	3%	7%	18%	36%	35%	1%	0%
ORGANIZATION								
9. Instructor's explanations were clear.	0%	2%	6%	15%	45%	32%	0%	0%
10. Instructor's materials were well prepared and carefully explained.	0%	2%	5%	14%	43%	35%	1%	0%
1. Proposed objectives agreed with those actually taught so I knew where course was going.	0%	1%	4%	13%	46%	35%	1%	0%
2. Instructor gave lectures that facilitated taking notes.	3%	2%	5%	15%	40%	34%	1%	0%
GROUP INTERACTION								
3. Students were encouraged to participate in class discussions.	2%	1%	4%	14%	39%	39%	1%	0%
4. Students were invited to share their ideas and knowledge.	2%	1%	4%	14%	40%	39%	1%	0%
5. Students were encouraged to ask questions and were given meaningful answers.	0%	1%	3%	12%	42%	41%	1%	0%
6. Students were encouraged to express their own ideas and/or question the instructor.	1%	1%	3%	14%	41%	38%	1%	0%
INDIVIDUAL RAPPORT								
7. Instructor was friendly towards individual students.	1%	1%	2%	10%	39%	47%	1%	0%
8. Instructor made students feel welcome in seeking help/advice in or outside of class.	1%	1%	2%	11%	38%	45%	1%	0%
9. Instructor had a genuine interest in individual students.	1%	1%	3%	18%	37%	38%	1%	0%
10. Instructor was adequately accessible to students during office hours or after class.	4%	1%	2%	16%	38%	36%	1%	0%
READTH								
1. Instructor contrasted the implications of various theories.	4%	1%	3%	19%	46%	26%	1%	0%
2. Instructor presented the background or origin of ideas/concepts developed in class.	2%	1%	3%	16%	47%	29%	1%	0%
3. Instructor presented points of view other than his/her own when appropriate.	3%	1%	3%	16%	46%	29%	1%	0%
4. Instructor adequately discussed current developments in the field.	3%	1%	3%	17%	43%	30%	2%	0%

College:

Faculty: Combined Report

Department: Combined Report

Course and Section: Combined

Section Selected:

Course Description: Combined Report

Students Enrolled: 14401

Instructor(s): --- Aggregate Report ---

Students Responding: 10496

Session: 055

Term:

Duration:

Group #: .

Percentage Responding: 73 %

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NO RESPONSE	MULTIPL RESPON!
EXAMINATIONS								
1. Feedback on examinations/graded materials was valuable.	5%	3%	6%	19%	41%	26%	1%	0%
2. Methods of evaluating student work were fair and appropriate.	3%	2%	4%	16%	44%	28%	1%	0%
3. Examinations/graded materials tested course content as emphasized by the instructor.	3%	2%	4%	14%	45%	31%	2%	0%

ASSIGNMENTS								
1. Required readings/texts were valuable.	3%	3%	5%	17%	42%	29%	1%	0%
2. Readings, homework, laboratories contributed to appreciation and understanding of subject.	3%	2%	4%	15%	45%	30%	2%	0%

	N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD	NO RESPONSE	MULTIPL RESPONS
OVERALL								
1. Compared with other courses I have had at U. of M., I would say this course is:	2%	2%	4%	22%	36%	30%	4%	0%
2. Compared with other instructors I have had at U. of M., I would say this instructor is:	2%	2%	4%	17%	31%	40%	4%	0%
3. As an overall rating, I would say this instructor is:	0%	1%	3%	16%	33%	41%	4%	0%

	ONE	TWO	THREE	FOUR	FIVE		NO RESPONSE	MULTIPL RESPONSI
U OF M. AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)								
1. Course difficulty, relative to other courses, (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)	2%	10%	46%	26%	9%	0%	7%	0%
2. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)	2%	8%	46%	26%	10%	0%	7%	0%
3. Course pace was: (1=Too slow, 2=Slow, 3=About right, 4=Fast, 5=Too fast)	1%	4%	50%	30%	8%	0%	7%	0%
4. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=3 to 4, 4=4 to 5, 5=5 to 6, 6=6 to 7, 7=7 to 8, 8=8 to 9, 9=9 to 10, 10=10 to 11, 11=11 to 12, 12=Over 12)	5%	15%	37%	22%	12%	0%	10%	0%
5. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)	6%	13%	37%	24%	10%	0%	10%	0%
6. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)	2%	13%	24%	21%	19%	0%	21%	0%
7. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+)	0%	2%	15%	38%	32%	0%	12%	0%
8. Reason for taking this course. Select the one which is best: (1=required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)	26%	17%	25%	10%	13%	0%	9%	0%
9. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)	21%	23%	25%	16%	7%	0%	9%	0%

January 18, 2006

Report of the Senate Executive Committee

Preamble

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

Observations

1. Speaker for the Executive Committee of Senate

Professor John Page will be the Speaker for the Executive Committee for the February meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. Emőke Szathmáry, Chair
Senate Executive Committee
Terms of Reference: *Senate Handbook* (Revised 1992), Section 9.

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