

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, February 7, 2007
1:30 p.m.
Regrets call 474-6892

AGENDA

**I CANDIDATES FOR DEGREES,
DIPLOMAS AND CERTIFICATES - FEBRAUARY 2007** Page 1

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

1. **Proposal for United Way of Winnipeg Leadership
Development Certificate Program** Page 2

III ELECTION OF A SENATE REPRESENTATIVE

1. **To the Senate Executive Committee** Page 59

IV MATTERS FORWARDED FOR INFORMATION

1. **In Memoriam Professor William P. Thompson** Page 60
2. **Annual Report of the University Disciplinary Committee
For the period September 1, 2005 to August 31, 2006** Page 61
3. **Senate committee on University Research re:
Gastroenterology Research Group** Page 120
4. **Correspondence from the Vice-President (Academic) & Provost
Statement of Intent: Master of Physician Assistant Studies** Page 151

V REPORT OF THE PRESIDENT Page 160

VI QUESTION PERIOD

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

**VII CONSIDERATION OF THE MINUTES
OF THE MEETING OF JANUARY 10, 2006**

VIII BUSINESS ARISING FROM THE MINUTES – NONE

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

1. Report of the Senate Executive Committee Page 178
2. Report of the Senate
Planning and Priorities Committee

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

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

1. Report of the Faculty of Physical Education
and Recreation Studies re: Faculty name change Page 179
2. Report of the Senate Committee on Admissions
Re: proposal from the Faculty of Education to add an
additional Teachable minor for admission to the
Early & Middle Years programs Page 181
3. Report of the Senate Committee on
Instruction and Evaluation
 - a) Modification to rules for the recognition of
student performance from the
Faculties of Arts, Engineering, and Science Page 182
 - b) Faculty of Nursing policy for clinical rotations Page 184
4. Report of the *ad hoc* Committee of the Committee of Election Page 186

XI ADDITIONAL BUSINESS

XII 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

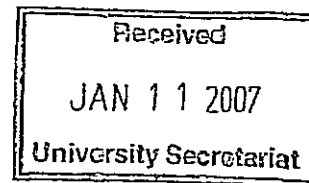
An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

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 Registrar up to February 9, 2007.



January 10, 2007

To: Mr. Jeff LeClerc
University Secretary
University of Manitoba

From: Kathleen Matheos
Associate Dean, Extended Education
University of Manitoba

Kathleen Matheos

Further to our telephone discussion, attached please find a copy of the "United Way Leadership Development Certificate" for the upcoming Senate Executive Meeting. As suggested I have provided a one-page summary of the program and will be available to answer questions at the Senate Executive Meeting. As I understand, as it is a non-degree credit certificate, it will go forward to Senate for concurrence without debate.

Please contact me if you require any additional information. Thank you.

Overview of Certificate Proposal for Senate Executive

The "United Way for Winnipeg Leadership Development Certificate" is a unique program, involving a partnership between Extended Education, University of Manitoba and the United Way of Winnipeg. It was initiated as a result of a review of United Way programs, (in which Extended Education was involved) and the recognized need to formalize, enhance and strengthen their existing in-house leadership training programs. The certificate is an important initiative for our division and the University of Manitoba.

The proposed certificate provides theoretical, technical, targeted experiential training to Sponsored Executives (United Way) in fundraising, project management, communication skills, including public speaking, team building, conflict resolution skills, accounting information, and customer relations. Sponsored Executives function as ambassadors for their employers and the United Way. While the knowledge and skills developed through the program are targeted to excellence in fundraising support, they are critical professional skills that are transferable to many employment contexts. The program is designed for those who are primarily in the workplace, and are identified as leaders or potential leaders in their workplace with a commitment to the community. In addition to workplace leaders, the United Way of Winnipeg will provide a limited number of sponsorships for other participants.

The program consists of combined classroom instruction and targeted experiential learning in workplaces: 107 hours of class room instruction and 400.5 hours of hands-on, practical work placement throughout Winnipeg. The 400.5 hours is equivalent to four thirty-six hour courses (based on other examples at University of Manitoba) or 144 hours of class room instruction. Therefore, the total number of instructional contact hours is 107 plus 144 for a total of 251 hours.

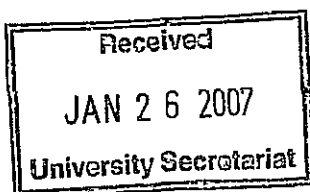
The certificate will run each fall on annual basis. This program is designed and structured around the United Way of Winnipeg campaign which commences in August and ends in November (i.e., a minimum of 14 weeks commencing in the first week of August). It is just-in-time learning built around short, intensive, class room modules and hands-on, practical experiential learning in workplaces throughout Winnipeg. Participants are identified, and/or self-identified, and supported by their employers to participate in the program. They are given the opportunity, time, emotional, and financial support to become Sponsored Executives and are ambassadors for their employers and the United Way of Winnipeg. They progress through the program as a cohort and are also mentored by the United Way of Winnipeg campaign staff throughout the life of the program.

Formal Proposal

United Way of Winnipeg Leadership Development Certificate Program (UNITED WAYLDCP)

Dr. Atlanta Sloane-Seale
Associate Professor and Program Director
Continuing Education
Extended Education

November 9, 2006



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

Table of Contents

Formal Proposal

1.	Introduction 3
2.	Needs Assessment 5
3.	Design and Delivery 8
4.	Transfer Credit Arrangements 13
5.	Resources 13
6.	Advisory/Program Committee 14
7.	Student Assessment 15
8.	Course and Program Evaluation 15
9.	Financial Plan 16
10.	Marketing 16

Appendices

**United Way of Winnipeg Leadership Development Certificate Program
(UNITED WAYLDCP)**

1. INTRODUCTION

1.1. Title of the proposed program.

United Way of Winnipeg Leadership Development Certificate Program (UNITED WAYLDCP).

1.2 Name of Program Developer and Area that will manage the program.

Dr. Atlanta Sloane-Seale, Associate Professor & Program Director, Continuing Education, Extended Education, UM.

1.3 Credential Type

This is a certificate program which consists of a structured program of studies made up primarily of non-degree credit modules equivalent to a minimum of 251 instructional contact hours reinforced by targeted experiential training in work placements and formally evaluated, using the UM Pass/Fail letter grade system. Therefore, the program meets the taxonomy for a certificate.

1.4 Is this a new or existing program?

This is a new program for certification which builds on the United Way of Winnipeg Sponsored Executive Program that has existed informally for 41 years.

1.5 Description to appear in calendar

This program is offered in partnership with University of Manitoba Extended Education and United Way of Winnipeg. It provides theoretical, technical, targeted experiential training to Sponsored Executives in fundraising, project management, communication skills, including public speaking, team building, conflict resolution skills, accounting information, and customer relations. Sponsored Executives function as ambassadors for their employers and the United Way. While the knowledge and skills developed through the program are targeted to excellence in fundraising support, they are critical professional skills that are transferable to employment contexts. The program is designed for those who are primarily in the workplace, and are identified or self identified as leaders or potential leaders in their workplace with a commitment to the community. In addition to workplace leaders, the United Way of Winnipeg will provide a limited number of sponsorships for other participants-leaders attending or graduating

from the university. The program consists of combined classroom instruction and targeted experiential learning in workplaces: 107 hours of class room instruction and 400.5 hours of hands-on, practical work placement throughout Winnipeg. The 400.5 hours is equivalent to four thirty-six hour courses or 144 hours of class room instruction. Therefore, the total number of instructional contact hours is 107 plus 144 for a total of 251 hours.

- 1.6 Other academic units within the University or external agencies that are partners to this proposal.

The UNITED WAY LDGP is developed in partnership with the United Way of Winnipeg. There are no other units within the University that are partners to this proposal.

- 1.6.1 The roles, responsibilities, and experiences of these partners in development and delivery of the program.

Maureen MacDonald, Area Director, Continuing Education initially worked in association with Kevin Rebeck, United Way of Winnipeg, past Labour Director, Anne Courage, United Way of Winnipeg, Senior Division Manager, Sandy Sager, United Way, Volunteer, Best Practices Co-Chair, and Kingsley Bowles, Volunteer, United Way, Best Practices Co-Chair to review United Way of Winnipeg's existing Sponsored Executive Program for certification. Atlanta Sloane-Seale, Associate Professor and Program Director, Continuing Education, has continued the development since Ms. MacDonald is currently on sabbatical.

An Advisory Committee, consisting of our partner the United Way of Winnipeg, was formed to further the development and delivery of the program. Members of the Advisory Committee are representatives from Extended Education and representatives from the United Way of Winnipeg, including the Campaign Director, Division Managers, Volunteers and community stakeholders identified by the United Way of Winnipeg. The Program Director, in consultation with the Advisory Committee, is responsible for all academic and administrative decisions related to the program.

The Advisory Committee members will ensure the curriculum is current and relevant, identify instructors from among United Way of Winnipeg's staff and recognized content experts, identify potential participants, act as ambassadors for the program, ensure appropriate program supports, and recommend program evaluation, needs assessment, and marketing of the program. It is expected that the Program Director will ensure program quality and academic rigor, that the program meets adult learners' principles and educational need, and that the appropriate human and non-human resources are available to deliver the program.

1.6.2 The Roles and responsibility of the Division.

The Program Director is responsible for all aspects of program quality, including the program design, development, delivery, evaluation, budget, and marketing related to program requirements and instructional quality. These roles may include:

- Working with specialists to develop learning objectives, program outcomes, and course outlines;
- Working with facilitators and recognized workplace leaders to develop student assessments, assignments, and course evaluations;
- Establishing administrative procedures for registration and admission to the program;
- Arranging logistics and location for training sessions;
- Chairing and/or co-chairing committee meetings; and
- Liaising with partners.

1.7 Is the program intended to be ongoing or one that will be offered for a limited time? Explain

This program is intended to be ongoing based on the fact that the UNITED WAY LDCP will replace the unrecognized Sponsored Executive Program which has been running since 1965 as part of the United Way Campaign, the expert opinion of the United Way's team, and the needs assessment.

2. NEEDS ASSESSMENT

2.1 From the CFR report, summarize the results of the needs assessment for the following:

2.1.1 Target Audience.

The target audience and educational needs for this program have been well documented over the past 41 years by United Way of Winnipeg. The Sponsored Executive Program was designed to enhance and further develop leaders (i.e., Sponsored Executives who function as ambassadors for their employers and the United Way) in the community and workforce who participate each year with the United Way of Winnipeg in their fund raising campaign. Sponsoring organizations recognize the value of the work the Sponsored Executives perform through their targeted work experience and see the benefits of the individual growth and development of the participants. According to the United Way of Winnipeg's documentation, each fall, approximately 45 Sponsored Executives are trained and developed. These highly motivated individuals hold a variety of positions within their sponsoring organizations, including Manitoba Hydro, Great West Life, The City of Winnipeg, Safeway, the five major

banks, The Federal and Provincial Governments, and the Cambrian Credit Union to name a few and have a wide range of educational backgrounds. These organizations have not only recognized the benefits of the development opportunity that United Way of Winnipeg offers but have also supported and identified participants for the program because they understand the ongoing needs this program helps address, and they recognize the value of the program to develop their workplace leaders.

2.1.2 The audience's educational needs.

United Way of Winnipeg provides leadership by working with organizations, groups, agencies, and individuals to identify the changing educational needs, demands, and challenges the community deems the most important and works directly with and through these avenues to support and empower individuals, and strengthen communities. The Sponsored Executive Program has a history of being successful in assisting United Way of Winnipeg to meet these goals. One of the primary objectives of the Sponsored Executives is to work with the fundraising campaign located in the Resource Development Department of the United Way. Sponsored Executives, however, also work with other United Way departments to expand their knowledge of the community, improve communication skills, develop as leaders, and problem solve while working independently or through teams to build solutions.

The educational need and market demand has existed for 41 years as reflected in the continued, stable enrollment over time of at least 45 participants each fall into the United Way of Winnipeg's unrecognized Sponsored Executive Program. However, in order to confirm the educational need and demand for this program to evolve to a University of Manitoba certificate program, United Way of Winnipeg conducted a needs assessment of a random sample of 17 past participants and eight human resource sponsors to determine whether a certificate is, in fact, a desirable feature (*See Appendix I: Summary of Responses from Human Resource Sponsors and past Sponsored Executives*). Based on this needs assessment, both groups of participants confirmed and validated the educational need for the program. They indicated that the program should continue to provide theoretical, technical, hands-on, practical education in fundraising, project management, communication skills, including public speaking, team building and conflict resolution skills, accounting information, and customer relations. They also confirmed that the targeted experiential component is critical to the participants' development.

2.1.3 Market Demand

Based on the expert opinion of the United Way of Winnipeg's team, including their needs assessment of a random sample of past participants

and human resource sponsors, the need and demand for a university level certificate program was confirmed. As well, the United Way of Winnipeg agreed that they would guarantee student enrolment and that the program would be widely supported. In addition, based on the needs assessment approximately two-thirds of the past participants indicated that they would be interested in taking such a program; that the program would be a valuable tool for career advancement and opportunities; that it would be personally and professionally beneficial to them (e.g., develop self confidence, knowledge, skills, and abilities); it would open doors; and it would provide tangible recognition and value to the organization. Further, a similar number of the human resource sponsors agreed with the value and benefits of certification. Some felt that participants may be more inclined to become Sponsored Executives if the program was certified; it would provide a standardized enrichment for participants; the program would be an advantage for those who took it; and it would provide a higher level of credibility.

Approximately, one-third of both groups did not support certification for the following reasons: some participants believed it was too late in their career to take the program; some already had a wealth of management experience; some felt that the formal assessment would be intimidating; others volunteered for an opportunity to get a change from their workplace; some volunteered on principle only; and others believed that certificates were not recognized in their work place.

With respect to the content and revisions to the program, participants suggested that the sessions on conflict resolution, personality types, communication skills, accounting information, and fund raising needed to be tightened up; that is, these sessions should be made more concise, relevant, and helpful. Some practical, logistical suggestions were also provided for program revisions, including shorter meetings, review of major concepts after each session, larger work areas and privacy, and a mentorship program. Moreover, the human resource sponsors indicated a number of valued skill sets were enhanced upon completion of the program, including organizational, interpersonal communication, self confidence, professionalism, leadership, time management, and presentation. In sum, the majority of both groups indicated that certification would be valuable, useful, and helpful. As well, formalization of the program would provide academic rigor, enhance the program, and add credibility to the program.

2.1.4 Potential supports for and barriers to participation.

The program is designed for participants to be fully immersed in the community, education, development, and practical, hands-on targeted experiential learning while earning their salary from their sponsoring

organization. Most sponsoring organizations have a long, ongoing commitment to the program and are prepared to identify or interview prospective participants, cover salary, replacement costs, and expenses. Thus, the competing interests of workplace demands and participation in educational programs that often impact adult learners are eliminated. In addition to organizational support, many organizations provide extra financial contributions towards this program which has allowed United Way of Winnipeg to offer a limited number of scholarships for successful applicants to the program.

While having a sponsoring organization is an incredible support, it is also a potential barrier for participants without a sponsor. Further, the program is a 14-week, full-time commitment with a maximum of 50 participants each year. However, the United Way of Winnipeg and its team of volunteers will market the program by directly approaching organizations to become sponsors.

3. DESIGN AND DELIVERY

3.1 Provide detailed program objectives and student learning objectives.

In order to ensure the academic rigor and quality of the certificate program, Ms. Sherry Sullivan, Program Director, Prior Learning Recognition Program, Extended Education was invited to conduct a one-day, collaborative brainstorming process with the Advisory Committee members and community stakeholders to answer the question, "*What will graduates of the program know and be able to do when they graduate?*" In addition, this process allowed for the development, articulation, and integration of program outcomes with the content, practical experiential component, learning objectives, and program objectives.

The benefits of articulating program outcomes include:

- Developing a framework for decisions regarding content, practical experiential component, instructional strategies, resources, and provision for the basis for academically sound, rigorous assessment;
- Ensuring the relevance of the program and identification of emerging trends;
- Providing a common vision across stakeholders that facilitates consensus on curriculum issues and the direction of the program;
- Providing a description of the integration of the knowledge, skills and capacity to make appropriate judgements expected of graduates; and
- Facilitating a dialogue that allows learning acquired through a program to be linked with other programs to ensure ladder opportunities within the education system (i.e., certificate to certificate, certificate to undergraduate programs, or certificate to graduate programs).

The Process

The one-day collaborative brainstorming process was facilitated in which Advisory Committee members and community stakeholders identify what learners need to know and are able to do, and the criteria for assessing those skills. This process consists of several stages.

1. The brainstorming process in which the group identified broad areas of learning and the necessary tasks that relate to them;
2. The raw material from the session was crafted into program learning outcome statements and more complete statements of competency;
3. The draft program learning outcomes statements were sent to participants to review the statements for accuracy of content and intent; and
4. Based on the input, the facilitator finalized the program learning outcomes (*See Appendix 2: UNITED WAY LDCP courses; and UNITED WAY LDCP: Program Learning Outcomes*) which were then integrated throughout the content.

Program objectives

- a) To develop a structured set of courses and experiences to assist students in gaining knowledge of their community, fundraising, and professional development.
- b) To help the community through development of community members, and by providing resources to the community.
- c) To design and deliver an academically rigorous, administratively efficient and cost effective, and collaborative program with the United Way of Winnipeg and the University of Manitoba, EE, CE.
- d) To develop leaders in the workplace to meet changing work challenges.

Student Learning Objectives:

At the completion of this program, students should be able to:

- a) Analyze, plan, and execute workplace projects in a timely fashion.
- b) Identify theories, concepts, and principals of fund raising, team building, project management, and relationship building and be able to utilize these skills in the workplace and the community.
- c) Identify the elements of effective communication skills, including public speaking and be able to deliver effective public presentations.
- d) Identify theories, concepts, and principals of community engagement and volunteerism.
- e) Appraise, compare, and evaluate major concepts, principals and practices related to conflict resolution, team building, customer relations, and accounting information.

3.2 Describe the program structure, including:

3.2.1 Courses/module titles, contact hours, and pre-requisites.

The program consists of combined classroom instruction and targeted experiential learning in workplaces: 107 hours of class room instruction and 400.5 hours of hands-on, practical work placement throughout Winnipeg. The 400.5 hours is equivalent to four thirty-six hour courses or 144 hours of class room instruction. Therefore, the total number of instructional contact hours is 107 plus 144 for a total of 251 hours. The 400.5 practicum, targeted experiential workplace hours are designed to facilitate participants' acquisition of theory and skills needed to increase campaign activities, number of organizational interactions with United Way, and build relationships and campaign revenues related to United Way fundraising initiatives. The program learning outcomes are threaded throughout the instructional content, practical experiential component, and contact hours (*See Appendix 2: UNITED WAYLDCP courses; and UNITED WAYLDCP: Program Learning Outcomes*). All modules are required. There are no pre-requisites or elective modules in this program.

Program Learning Outcomes

a) Develop Relationships

The graduate will be able to choose and use various strategies appropriate to contextual factors such as organization, community, culture, and individual when building relationships.

b) Coach/Mentor

The graduate will be able to facilitate the ongoing development of individual and organizational competency.

c) Project Management

The graduate will be able to develop, align and manage organizational direction, group goals and individual objectives to achieve an organization's goals and objectives.

d) Market the Concept

The graduate will be able to navigate organizational dynamics to establish "buy-in" and develop and maintain project champions.

e) Financial

The graduate will be able to incorporate financial principles into operational decision-making and prepare budget in support of business plans and goals.

f) Interpersonal /Communication

The graduate will be able to demonstrate appropriate communication and interpersonal skills with a wide range of people and situations.

g) Team Building

The graduate will be able to work in and build effective teams.

h) Self Management and Development

The graduate will be able to manage and improve self and engage in ongoing personal and professional development.

3.2.2 Required and elective courses/modules.

Required Modules

Public Speaking & Communication (11 hours)

This module reviews marketing principles, strategies, concepts, and key messaging to maximize fundraising efforts. Students will also learn to prepare and deliver presentations.

Building a Campaign (19 hours)

This module will provide participants with an awareness of the basic components of a workplace campaign, current best practices, and how to build a campaign plan.

Fund Raising (10 hours)

This module will examine the impact of recognition programs on workplace campaigns, explore and develop a personal understanding of the relevant theoretical and practical aspects of fundraising, examine current e-technology and its application to fundraising opportunities, identify and examine methods for reviewing workplace account history and strategizing campaign plans to maximize organizational strengths and review audit procedures, strategies, and processes.

Training (24.5 hours)

This module will introduce participants to adult education theory, methods, and strategies through presentations, group discussions, and experiential learning. It examines partnerships and roles of sponsored executives and employee campaign chairs, reviews shared responsibilities and models of workplace campaigning, and provides an overview of the roles, responsibilities, and best practices for workplace canvassers.

Relationship Development (27.5 hours)

This module will examine community involvement, the value and importance of investing in and developing relationships, the Labour/United Way partnerships and a new model of continuous community engagement to identify and respond to changing social needs.

Role of Sponsored Executives (15 hours)

This module provides an overview of sponsored executives expectations and responsibilities, including strengths, and development opportunities for the participants.

3.2.3 Course/module progression

There are no pre-requisites, required, or elective modules. All modules are required and will be taken in the order presented.

3.2.4 Minimum and maximum times for completing the program

The program is designed to be completed within the life of the campaign, (i.e., a minimum of 14 weeks commencing in the first week of August and ending in November). In the unlikely event that a student fails to complete the program, with the support of the employer, the student may have an opportunity to complete the program in the following year.

3.3 Provide a rationale for the program structure outlined above by explaining how, and to what extent, it addresses the needs of the intended audience, and challenges to participation.

This program is designed and structured around the United Way of Winnipeg campaign which commences in August and ends in November (i.e., a minimum of 14 weeks commencing in the first week of August). It is just-in-time learning built around short, intensive, class room modules and hands-on, practical experiential learning in workplaces throughout Winnipeg. Participants are identified, and/or self-identified, and supported by their employers to participate in the program. They are given the opportunity, time, emotional, and financial support to become Sponsored Executives and are ambassadors for their employers and the United Way of Winnipeg. They progress through the program as a cohort and are also mentored by the United Way of Winnipeg campaign staff throughout the life of the program.

3.4 Identify teaching methods and delivery format

3.4.1 Explain methods and why?

This is a theoretical, practical, targeted experiential program that consists of face-to-face delivery, including mini lectures, tutorials, presentations, projects, and individual and small group work. It also consists of hands-on experiential learning in a variety of workplaces under the direction and supervision of United Way of Winnipeg division managers or mentors so that participants are able to develop the necessary knowledge and skills that are not only transferable to their own employment but also can enhance their professional and personal development. The program will also utilize a team approach to instruction, with primary facilitators and at least six United Way Division Managers who will be involved in the teaching and evaluating of the participants.

3.4.2 Will flexible study be used in this design? Explain

A flexible format will be used throughout the program in the form of compressed, intensive techniques that are designed and implemented around the life of the campaign.

3.5 Describe admission requirements, including:

3.5.1 Selection criteria

Participants who are selected to this program are normally highly motivated, goal oriented, high achievers in middle and senior level management positions within their organizations. These, sponsored executives are selected by their sponsors in a variety of ways. Some are identified by senior leadership as “up and comers” and sponsored for the program; many sponsors post the position much like an internal job description and go through an internal interview process; some organizations provide funding for a student to attend; and others do a combination of the above.

3.5.2 Selection Process

The Program Director, in consultation with the Advisory Committee, will implement the selection process, once the participant has been identified by the sponsor. An interview process that identifies strengths and expectations of the participant (*See Appendix 3: Interview Protocol*) will be used. In addition, students must meet the University of Manitoba entrance requirements, complete the Application to Enter a Certificate Program Form for admission to the program, and a complete the Registration form to enter the modules. Once students have been admitted, their registrations will be processed.

3.5.3 Authority to approve admissions

The Program Director, in consultation the Advisory Committee, has the authority for admission decisions.

4. TRANSFER CREIT ARRANGEMENTS

4.1 Transfer credit agreement within the University of Manitoba

4.1.1 Explain transfer credit arrangements negotiated during the development stage with faculties and schools at the University of Manitoba and EE. A letter from the office with authority to approve transfer credit must confirm these arrangements.

No transfer agreement within the University of Manitoba has been made at this point in time because of the nature of the program.

- 4.1.2 If transfer credit into the program varies from EE policy and procedures, explain the variance.

Course exemptions and transfer credit for all modules will be governed by the policies and procedures of the Extended Education/Continuing Education.

5. RESOURCES

- 5.1 Describe the required qualifications of teaching personnel and their availability

Instructors will normally be required to have a minimum of a Masters degree, and/or a professional designation in their field of expertise, including expertise in the content area, experience in teaching adults, and knowledge of adult learning principles. There are ample teaching resources available from both the academic and professional communities, including the United Way of Winnipeg.

- 5.2 Describe previous provisions for the orientation, training and development of teaching personnel.

The program does not require special orientation, training, or professional development. All instructors will receive Continuing Education's *Instructor Handbook*. In consultation with the Program Director and the Advisory Committee members, consistent standards and guidelines for curriculum development will be developed. All Continuing Education instructors may participate, at no charge, in workshops, seminars, and courses offered through the University Teaching Services (UTS) and the Certificate in Adult and Continuing Education (CACE).

- 5.3 Do adequate library resources exist to support the program?

Library materials are available from a number of sources, including the Dafoe Library, United Way, Volunteer Centre, the Faculty of Management Library, and other governmental organizations. (*See Appendix 4: Letter of Support from the University Library Services*).

- 5.4 What instructional media resources are required to support the program?

Communication Systems and United Way of Winnipeg will provide, as necessary, any instructional media such as AV equipment as required for the program. Students will be required to provide their own laptops. No additional instructional resources are required.

- 5.5. What laboratory or field placement facilities are required to support the program?

Classroom space will be provided through the United Way of Winnipeg. The targeted experiential learning in workplaces is a key component of the program and will be identified and arranged by United Way of Winnipeg as part of the onsite and plan campaigns.

- 5.6 Describe any unique University counseling and student advisory services relevant to the program that are not normally available within the University, CED or the area.

The Union Counseling Program (which is a United Way of Winnipeg peer community referral program) is available to the participants through the United Way of Winnipeg to address any personal issues. The participants will also be working with and familiar with a variety of partner agencies and workplaces that they may have access for counseling or support as necessary. Mentors of the program will also be available to provide support as needed.

- 5.7 Describe any additional resources required for program delivery.

United Way of Winnipeg will copy all curriculum materials related to the program delivery.

6. ADVISORY/PROGRAM COMMITTEE

- 6.1 Describe the membership and representation.

Members of the Advisory Committee include representatives from Extended Education, United Way of Winnipeg Campaign Director, Division Managers and Volunteers, and community stakeholders (*See Appendix 5: Advisory Committee members and Letters of Support*).

- 6.2 Identify the terms of reference

The Program Director, in consultation with the Advisory Committee, is responsible for all academic and administrative decisions related to the program. Members of the Advisory Committee will ensure the curriculum is current and relevant, identify instructors from among United Way of Winnipeg's staff and recognized content experts, identify potential participants, act as ambassadors for the program, ensure appropriate program supports, and recommend program evaluation, needs assessment, and marketing of the program (*See Appendix 6: Terms of Reference*).

7. STUDENT ASSESSMENT

- 7.1 Describe the grading system (pass/fail, letter, numerical) to be used and the requirements for successful completion of the program.

On the advice of the Advisory Committee members, the program will use the UM Pass/Fail letter grade system for successful completion of the program. Student assessment will use a variety of methods, including interviews, assignments, written reports, presentations, projects, and individual and small group work.

8. COURSE AND PROGRAM EVALUATION

- 8.1 Describe the method and frequency of course and instructor evaluations to be used.

The University of Manitoba standard course evaluation will be used after each module is offered as well as informal mid-point module evaluation will be recommended to each instructor in the program. Ongoing informal debriefing with instructors will also form part of the instructors' evaluation. Evaluation information will be shared with instructors and the Advisory Committee members based on permission of instructors.

- 8.2 Identify performance indicators the Area will set to evaluate the program.

The performance indicators that will be used to evaluate the program during the first three years are:

- Maximum enrolment of 45 participants each year in the program.
- 100% reimbursement of UM administrative costs associated with the program as per budget.
- 100% each year in sponsoring organizations expressing satisfaction with program.
- 100% each year in positive feedback from participants in the program.
- 100% of United Way of Winnipeg's workplace campaign goal achieved.

9. FINANCIAL PLAN

See Appendix 7: Budget Proposal

10. MARKETING

- 10.1 Outline a three-year marketing plan for promoting the program, using the template developed by the Marketing Area. The Plan must outline how to reach the intended audience.

In consultation with the Program Director and the Advisory Committee, United Way of Winnipeg Recruitment Committee will design and implement the marketing for the program (*See Appendix 8: Terms of Reference of Recruitment Committee*).

Final United way Formal Proposal.06

Appendix 1

Summary of responses from Human Resource Sponsors and past Sponsored Executives

Summary of Human Resource Sponsors

The participants for the survey were chosen at random, representing both small and large business and government organizations.

Participants strongly recognized the improved skill sets their Sponsored Executives brought back with them to the workplace including:

- greater self confidence
- relationship management
- leadership skills
- increased professionalism
- enhanced public speaking skills
- Presentation development
- strong time management skills and
- Creative thinking

Participants had varied responses to the impact certification would have on their selection process. Some thought this may have them focus more on those targeted for advancement and/or management positions. It was also identified as an opportunity for greater assessment and feedback of participants' performance to sponsoring organizations. Overall there was recognition of certification adding value to the program.

Summary of Past Sponsored Executives

The participants for the survey were chosen at random over the past three years from a variety of sponsoring organizations.

A majority of participants recognized the following values to certification: a tangible recognition of the learning, a positive influence on their career path, and recognition from a post secondary institution. A few respondents were neutral on the value of certification. Past participants tend to believe there would be a change in who attends, with a greater focus on this being a part of their career development.

Suggestions were made for enhancements and/or changes to the program that includes:

- Public speaking
- Fundraising principles
- Time management
- Increased training opportunities
- More focus on campaign building
- Accounting aspect

The participants felt certification would formally recognize the personal growth and development they achieved and would provide opportunities for advancement.

Appendix 2
UWLDCP courses; and UWLDCP: Program Learning
Outcomes

United Way of Winnipeg Leadership Development Certificate Program (UWLDCP)

Curriculum outline

Program description

The program consists of 507.5 hours: 107 hours of class room instructional contact hours, including elective training, and joint evaluation, plus 400.5 hours of practical, hands-on targeted experiential workplace learning throughout Winnipeg. The 400.5 practicum, targeted experiential workplace hours are designed to facilitate participants' acquisition of theory and skills needed to increase campaign activities, number of organizational interactions with United Way, and build relationships and campaign revenues related to United Way fundraising initiatives. The program learning outcomes are threaded throughout the instructional content and contact hours (*See Appendix: UWLDCP courses; and UWLDCP: Program Learning Outcomes*). All courses are required. There are no pre-requisites or elective courses in this program.

Program objectives

- a) To develop a structured set of courses and experiences to assist students in gaining knowledge of their community, fundraising, and professional development.
- b) To help the community through development of community members, and by providing resources to the community.
- c) To design and deliver an academically rigorous, administratively efficient and cost effective, and collaborative program with the United Way and the University of Manitoba, EE, CE.
- d) To develop leaders in the workplace to meet changing work challenges.

Student Learning Objectives:

At the completion of this program, students should be able to:

- a) Analyze, plan, and execute workplace projects in a timely fashion.
- b) Identify theories, concepts, and principals of fund raising, team building, project management, and relationship building and be able to utilize these skills in the workplace and the community.
- c) Identify the elements of effective communication skills, including public speaking and be able to deliver effective public presentations.
- d) Identify theories, concepts, and principals of community engagement and volunteerism.
- e) Appraise, compare, and evaluate major concepts, principals and practices related to conflict resolution, team building, customer relations, and accounting information.

Program Learning Outcomes

a) Develop Relationships

The graduate will be able to choose and use various strategies appropriate to contextual factors such as organization, community, culture, and individual when building relationships.

b) Coach/Mentor

The graduate will be able to facilitate the ongoing development of individual and organizational competency.

c) Project Management

The graduate will be able to develop, align and manage organizational direction, group goals and individual objectives to achieve an organization's goals and objectives.

d) Market the Concept

The graduate will be able to navigate organizational dynamics to establish "buy-in" and develop and maintain project champions.

e) Financial

The graduate will be able to incorporate financial principles into operational decision-making and prepare budget in support of business plans and goals.

f) Interpersonal /Communication

The graduate will be able to demonstrate appropriate communication and interpersonal skills with a wide range of people and situations.

g) Team Building

The graduate will be able to work in and build effective teams.

h) Self Management and Development

The graduate will be able to manage and improve self and engage in ongoing personal and professional development.

Required Modules

Public Speaking & Communication (11 hours)

This module reviews marketing principles, strategies, concepts, and key messaging to maximize fundraising efforts. Students will also learn to prepare and deliver presentations.

Building a Campaign (19 hours)

This module will provide participants with an awareness of the basic components of a workplace campaign, current best practices, and how to build a campaign plan.

Fund Raising (10 hours)

This module will examine the impact of recognition programs on workplace campaigns, explore and develop a personal understanding of the relevant theoretical and practical aspects of fundraising, examines current e-technology and its application to fundraising opportunities, identifies and examines methods for reviewing workplace account history and strategizing campaign plans to maximize organizational strengths and review audit procedures, strategies, and processes.

Training (24.5 hours)

This module will introduce participants to adult education theory, methods, and strategies through presentations, group discussions, and experiential learning.

Relationship Development (27.5 hours)

This module will examine community involvement, the value and importance of investing in and developing relationships, the Labour/United Way partnerships and a new model of continuous community engagement to identify and respond to changing social needs.

Role of Sponsored Executives (15 hours)

This module provides an overview of sponsored executives expectations and responsibilities, including strengths, and development opportunities for the participants.

UW program objectives.06

United Way: Leadership Development Certificate Program

Program Learning Outcomes

August 10, 2006

Rationale

The purpose of the Leadership Development Certificate Program is to facilitate participants' acquisition of the knowledge and skills needed to increase campaign activities, number of organizational interactions with United Way, relationships and campaign revenue related to United Way fundraising initiatives.

Sponsored Executives function as ambassadors for their employers and the United Way. While the skills developed through the program are targeted to excellence in fundraising support, they are critical professional skills that are transferable to their own employment contexts.

1. Develop Relationships

The graduate will be able to choose and use various strategies appropriate to contextual factors such as organization, community, culture, and individual when building relationships.

- A. Research an organization's relationship with United Way.
- B. Analyze an organization's past goals and past activities.
- C. Strengthen and enhance external relationships with the United Way.
- D. Build trust with constituents.
- E. Develop personal and professional relationships.
- F. Collaboratively develop a campaign program.
- G. Establish and build networks, linkages, and working relationships with individuals and organizations during campaign and beyond.

2. Coach/Mentor

The graduate will be able to facilitate the ongoing development of individual and organizational competency.

- A. Describe best practices for fundraising.
- B. Implement and model best practices.
- C. Educate others about best practices.
- D. Take responsibility for the accounts.
- E. Coach employee campaign chairs (ECC) and committees.

- F. Lead and motivate teams.
- G. Support and encourage workplace campaign.
- H. Train canvassers and ECC's.
- I. Analyze ECC skills.
- J. Use appropriate interpersonal styles and methods to guide participants toward a meeting's objectives when facilitating groups; modifying behavior according to tasks and individuals present.
- K. Manage volunteers:
 - Project ahead and be prepared (e.g., for questions, addressing needs).
 - Anticipate needs of volunteers.
 - Provide volunteers with the information and resources they need.
 - Collaborate to develop plans.

3. Project Management

The graduate will be able to develop, align and manage organizational direction, group goals and individual objectives to achieve an organization's goals and objectives.

- A. Create an overall management plan.
- B. Think and manage strategically:
 - Review the bigger picture and impact of decisions.
 - Recognize and capitalize on opportunities for development and improvement.
 - Apply strategic thinking proactively and reflectively.
 - Identify opportunities
- C. Be organized.
- D. Be flexible, responsive and adaptable with changing needs, environments, tasks, responsibility and people.
- E. Prioritize competing activities.
- F. Manage activities through assessing and re-assessing return on investment (ROI), opportunity, risk and timelines.
- G. Develop a plan for workplace campaigns.
- H. Report accurately on project (e.g., activities, financial results, and effectiveness of ECC's) to ensure ongoing success and future campaigns.
- I. Make recommendations for further work.
- J. Demonstrate creativity through innovation and adaptation to inspire and create options and solutions.
- K. Recognize and defuse crisis situations.
- L. Manage, coordinate and participate in special events.
- M. Set, review, track and revise goals.
- N. Create and manage deadlines.
- O. Plan and run effective meetings:
 - Set agenda.
 - Follow timeline.
 - Create action plan.
 - Coordinate logistics.

- Focus on details.

4. Market the Concept

The graduate will be able to navigate organizational dynamics to establish “buy-in” and develop and maintain project champions.

- Articulate concept clearly.
- Provide rationale for workplace campaigns to constituents, ECC’s, committee members, potential donors.
- Respond to needs and interests of constituents.
- Negotiate agreements, campaign plan activities, goal setting with constituents and peers.
- Gather knowledge from the community and educate constituents about larger community needs.

5. Financial

The graduate will be able to incorporate financial principles into operational decision-making and prepare budget in support of business plans and goals.

- Be financially accountable:
 - Manage risk.
 - Ensure accuracy of reporting.
 - Train ECC’s to handle money.
- Analyze accounts in terms of:
 - Numerical.
 - Factual.
 - Financial history of company.
- Develop and manage a budget that supports goals and fosters improvement and accountability.
- Create an overall financial picture of the campaign.
- Forecast and project financial results for individual accounts and all accounts in their portfolio.

6. Interpersonal /Communication

The graduate will be able to demonstrate appropriate communication and interpersonal skills with a wide range of people and situations.

- A. Engage others (e.g., ensure buy in and participation; use two way communication).
- B. Work effectively with others from different cultures (big and little “C” culture) and socio-economic status.
- C. Manage expectations of Division Managers, colleagues, constituents and ECC’s.
- D. Create awareness and positive energy (HAVE FUN ☺) with colleagues and constituents.
- E. Demonstrate effective leadership skills:
 - Take initiative.
 - Describe when to take leadership and when to follow.
 - Describe and demonstrate the concept of “leadership from behind” (empowering people).
- F. Demonstrate care and compassion.
- G. Demonstrate respect for others’ privacy, values and differences.
- H. Use active listening skills to acknowledge feelings and clarify meaning.
- I. Communicate effectively verbally.
- J. Write professionally (e.g., letters, email, speeches, reports, announcements, thank-you’s).
- K. Deliver effective public presentations (e.g., public speaking).

7. Team Building

The graduate will be able to work in and build effective teams.

- A. Describe dynamics and impact of team work.
- B. Create team cohesion.
- C. Take initiative to help others obtain common goal.
- D. Identify and draw on individual and team strengths.
- E. Share skills and strengths of others.
- F. Celebrate success.
- G. Recognize accomplishments (i.e., their own, colleagues, ECC’s and organizations).

8. Self Management and Development

The graduate will be able to manage and improve self and engage in ongoing personal and professional development.

- A. Demonstrate ongoing analysis of their own knowledge and skills and create paths toward self-development.
- B. Deal constructively with rejection.
- C. Demonstrate self-confidence (e.g., speak in public, look people in the eye, express their opinion, stepping out of their comfort zone).
- D. Take appropriate risks (e.g., trying something new).
- E. Manage personal and professional stress.
- F. Work effectively independently.
- G. Analyze and recognize their existing personal strengths (discover their potential).

Ced/program development Plo's united way

Course	description	objective	student assessment
Public Speaking and Communication - 11 hours	This module reviews marketing principles, strategies, concepts, and key messaging to maximize fundraising efforts. Students will also learn to prepare and deliver presentations.	1d 2ac 3cdj 4abcde 5abcdefg hijk 8abcdfg	Participants are evaluated. With a peer feedback sessions, assignments, projects, and ongoing observation and evaluation by members of the instructional team.
Building A Campaign - 19 hours	This course will ensure participants are aware of the basic components of a workplace campaign, current best practices and how to build a campaign plan.	1abcdefg 2abcdefghijk 3abcdefghijklmno 4abcde 5abcde 6abcdefg hijk 7abcdefg 8abcddefg	The participants regularly plan workplace campaigns, revise the plans with employee campaign chairs (ECC's)* and review them with their respective instructors. Throughout the training portion the knowledge is regularly tested through facilitated group discussions.
Fund Raising - 10 hours	This module will examine the impact of recognition programs on workplace campaigns, explore and develop a personal understanding of the relevant theoretical and practical aspects of fundraising, examine current e-technology and its application to fundraising opportunities, identify and examine methods for reviewing workplace account history and strategizing campaign plans to maximize organizational strengths and review audit procedures, strategies, and processes..	1abcg 2abck 3abcdghim 4abcde 5abcde 6abcdefghi	The participants are quizzed on the different giving levels and in their work experience are regularly managing and reporting goals for the different giving levels. Small group assignment allows evaluation of the participants understanding with the direct supervision of instructors. The instructor reviews the application of this skill for each workplace account assigned and provides feedback weekly.
Training - 24.5 hours	This module will introduce participants to adult education theory, methods, and strategies through presentations, group discussions, and experiential learning. It examines partnerships and roles of sponsored executives and employee campaign chairs, reviews shared responsibilities and models of workplace campaigning, and provides an overview of the roles, responsibilities, and best practices for workplace canvassers.	1abcdefg 2abcdefghijk 3abcdghijklmno 4abcde 5abcde 6abcdefg hijk 7abcdefg 8abcddefg	The participants are partnered up for any training sessions and peer feedback is given to foster improvements. A review, pre and post of any A.E.** calls made along with instructional team members attending some calls ensures this process is followed and understood.
Relationship Development - 27.5 hours	This module will examine community involvement, the value and importance of investing in and developing relationships, the Labour/United Way partnerships and a new model of continuous community engagement to identify and respond to changing social needs.	1acdefg 3bcdefgjklo 4abcde 6abcdefg hijk 7abcdefg 8abcddefg	Discussions the participants have had with their accounts are reviewed to ensure these areas were raised. A ongoing examination of team interaction, presentations and account progress may result in a feedback session on communication styles and/or techniques.

Role of the S.E. - 15 hours	A overview of sponsored executive expectations and responsibilities. This will identify and hightight strengths and development opportunities for the participants	1cdef 2abcdefghijk 3abcdefghijklmno 4abcde 5abcde 6abcdefghijk 7abcdefg 8abcdefg	The instructional team meets weekly with the SE*** to discuss area's of concern and challenges, building solutions together with the S.E.
	* employee campaign chairs	** account executive	*** sponsored executive

Appendix 3

Interview Protocol

Interview Protocol

Placement Interview

WELCOME AND INTRODUCTIONS

PREAMBLE

What we'd like to do today is talk a bit about your background, your interests, and some of the skills and experiences you are bringing to the United Way, and then see how all of that might best fit into one of the many divisions where the talents of the Sponsored Executives are used. We'd like this to be an opportunity for you as well to get to know us a bit better, and learn a bit more about the Sponsored Executive experience.

1. Tell us about your extra curricular involvement in your current workplace. For example, have you worked on any internal committees or task forces? What was/is your role? What did/do you like best about this experience?
2. Tell us about your involvement in community-based activities. For example have you been involved in coaching, working with kids, or volunteering in some other way?
3. Which of your specific skills, abilities and knowledge would you like to utilize, enhance, or increase while performing the role of the Sponsored Executive?
4. Have you any particular area of interest that you might like to explore while at the United Way? For example, (share list of divisions) why? Are there any area's you feel strongly about not working in? Why?
5. Within the different divisions where Sponsored Executives will work there are different sizes of workplaces. For example, there are workplaces with a small number of employees such as the Canadian National Institute for the Blind, Furby Auto Supply, and most of the schools throughout the city. Some have medium-sized workforces such as some of the Accounting firms, or McNaught Pontiac, and the YM-YWCA. And then there are the larger workplaces, like Boeing, Canada Post, or the Royal Bank. What sizes of workplace are you most interested in working with? Why?

We want to talk a little bit about some of your experiences either in your “work life” or your “volunteer life”, and try to relate them to some of the issues and challenges that Sponsored Executives face in their day-to-day activities during the workplace campaigns.

6. Sponsored Executives meet with people in boardrooms, on the factory floor, and in lunchrooms. Tell us about the experiences you’ve had working with employees at different classification levels. Do you have a preference working with one group over another?
7. There is one group of Sponsored Executives that work in the Universities. They have a separate office away from the United Way’s office, and actually work on-site on the campus. It’s similar to a branch office of a larger organization. Have you ever worked in a similar environment? Are you comfortable with that kind of environment?
8. Sponsored Executives in different divisions have different times during the day when they are busy, and the accounts they have been assigned need their attention. Some workplaces employ shift workers which might require that a Sponsored Executive to make an early morning (3 a.m., 6 a.m.), or an evening presentation (7 p.m. or midnight). Generally you may recruit a team member to go with you to these presentations. In other cases, workplaces are busier at the beginning or end of a workday. Are you able and interested in working the odd late night, or early morning, and perhaps even attending the occasional weekend event?
9. Some divisions involve working with Union–Management partnerships where the workplace campaign to raise United Way funds is managed jointly by management and the union. Do you have any experience working with this type of arrangement where labour and management are jointly involved in various initiatives? Are you interested in working with them?
10. Have you ever had a situation where you had a project all planned out, and everything set to go along a certain path, and suddenly circumstances changed, and things got a bit off track? What did you do? What was the outcome?

11. Many of us have some experience selling something, either as part of our jobs, or by supporting community groups by fundraising, selling tickets etc. Can you share with us any experience you've had selling something? Are you comfortable with the idea of selling, even if it's not a product, but more of a concept or an idea? How do you handle a "no thank you?" Or an "I'm not interested?"
12. Have you ever found yourself in a situation where you had several tasks or projects due for completion at the same time.....almost like competing priorities? How did you manage everything, and make sure that all of your commitments were met?
13. Do you have any experience facilitating groups, training, public speaking and/or making presentations? How do you feel about doing this kind of work?
14. Do you have any questions for us?

PLEASE COMPLETE THE ATTACHED FORM

(Pls. Write Sponsored Executive Name)

Division Manager's Name

Suggested Divisions

SE Placement Interview questions.06

Appendix 4
Letter of Support from the University Library Services

LIBRARY SUPPORT STATEMENT FOR PROPOSED COURSE CHANGES

The signatures below endorse the findings of the bibliographer whose comments are attached. They do not necessarily indicate that the library has the resources to support the course change as outlined in the departmental submission.

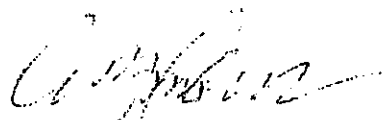
NAME OF PROGRAM

Faculty: Continuing Education
Department: Extended Education
Course no. and name: United Way of Winnipeg Leadership Development
Certificate Program

SUPPORT STATEMENT

PREPARED BY: Lyle Ford (Bibliographer)

APPROVED BY: Jan Horner
Coordinator, Collections Management



Director of Libraries

DATE: October 10, 2006

UNIVERSITY OF MANITOBA LIBRARIES MEMORANDUM

Date: October 10, 2006

To: Atlanta Sloan-Seale

Cc: Jan Horner, Coordinator of Libraries Collections

From: Lyle Ford, Off-Campus Librarian, Elizabeth Dafoe Library

RE: Letter of Support – United Way of Winnipeg Leadership Development Certificate Program

The proposed new United Way of Winnipeg Leadership Development Certificate Program will add 18 courses to the Continuing Education division. In total, students will receive 107 hours of classroom instruction time at the University of Manitoba. In my opinion, the University of Manitoba Libraries (UML) can support this certificate.

This program will be offered in partnership with University of Manitoba Extended Education and United Way of Winnipeg. It provides theoretical, technical, targeted experiential training in fundraising, project management, communication skills, including public speaking, team building, conflict resolution skills, accounting information, and customer relations. The program is designed for those who are primarily in the workplace, and are identified or self identified as leaders in their workplace with a commitment to the community.

This program is designed and structured around the United Way campaign which commences in August and ends in November. Participants are identified, and/or self-identified, and supported by their employers to participate in the program. They are given the opportunity, time, emotional, and financial support to become United Way Sponsored Executives and are ambassadors for their employers and the United Way. They are also mentored throughout the life of the program.

This certificate builds on a program of instruction that has been offered for over 40 years by the United Way. The program is offered as a 14 week, full-time session. It consists of 507.5 hours of combined classroom instruction and targeted experiential training in workplaces (107 hours of class room instruction and 400.5 hours of hands-on, practical work placement throughout Winnipeg). All curriculum materials will be provided to the students.

In our conversation, you indicated that participants will not require significant library resources in order to complete the program. The course-based segment of the program relies on assigned readings, and the worksite segment does not depend on library resources.

Conclusion

In conclusion, library support for the proposed United Way of Winnipeg Leadership Development Certificate Program is sufficient. The United Way has developed in-class materials over the last 40 years to support students, and the program is intended to run in an intensive, hands-on way. In my opinion, students enrolled in the United Way of Winnipeg Leadership Development Certificate Program should not meet with any difficulty in obtaining resources for their coursework.

Appendix 5

Advisory Committee members & Letters of Support

**United Way Sponsored Executive Leadership Certificate Program
The Advisory Committee Members**

Kingsley Bowles	Volunteer Ode To Joy Ltd. 5-165 Kennedy St. Winnipeg Manitoba, R3C 1S6
Anne Courage	Senior Division Manager United Way of Winnipeg, 3 rd floor Five Donald St. Winnipeg, Manitoba, R3L 2T4
Al Keith	Campaign Director, United Way of Winnipeg, 3 rd floor Five Donald St. Winnipeg, Manitoba, R3L 2T4
Stephanie Levene	Senior Division Manager United Way of Winnipeg, 3 rd floor Five Donald St. Winnipeg, Manitoba, R3L 2T4
Warren Otto	Program Administrator University of Manitoba, Extended Education Continuing Education Winnipeg, Manitoba, R3T 2N2 474-6037
Kevin Rebeck	CUPE Manitoba 704-275 Broadway Winnipeg, Manitoba, R3C 4M6
Atlanta Sloane- Seale	Associate Professor & Program Director University of Manitoba, Extended Education Continuing Education Winnipeg, Manitoba, R3T 2N2 474-8036
Sherry Sullivan	Program Director University of Manitoba, Extended Education Prior Learning Assessment Recognition Winnipeg, Manitoba, R3T 2N2 474-7988
Volunteers (TBA)	1 from a sponsoring company 1 past Sponsored Executive

KINGSLEY N. BOWLES

ODE TO JOY LIMITED.
5-165 KENNEDY STREET
WINNIPEG, MB CANADA R3C 1S6
FAX: (204) 947-1536
TEL: (204) 947-0406

October 20, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

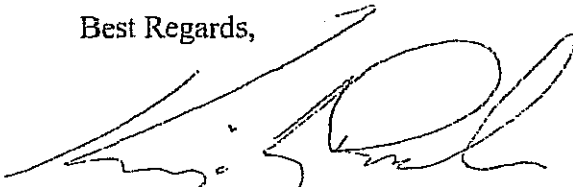
Dear Ms. Sloane-Seale,

I write in support of the U of M certification of the United Way of Winnipeg Sponsored Executive Program.

This program provides a valuable opportunity for the community, the individuals who participate and the sponsoring companies. The primary benefit is the work performed for United Way which strengthens our community. Additionally, of growing importance and significance is the personal development factor which Sponsored Executives experience which is a benefit to them personally and their sponsoring companies. Very frequently the SE's return to their place of work with greatly enhanced skill sets.

This program is a win-win situation. Thank you for your support and consideration.

Best Regards,



Kingsley Bowles

73602 Manitoba Ltd.
Ode to Joy Limited
Precision Metalcraft Inc.

Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

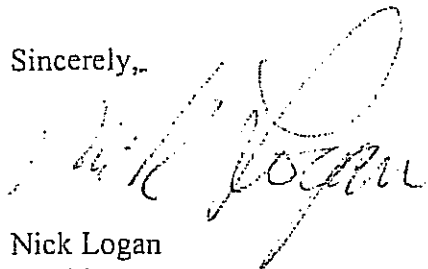
Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,


Nick Logan
President
National Leasing

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union
MARK CHIPMAN
Megill-Stephenson Company
JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKimCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS
KIRK DUOTCHAK
RBC Financial Group

JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCalliey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DERBECKER
Nanawamaganog Endaawaad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



United Way
Winnipeg

Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

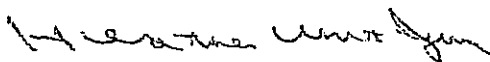
Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,



Heather Grant-Jury
Director
UFCW Training Centre

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY DOER
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union

MARK CHIPMAN
Magill-Stephenson Company

JIM RICHARDSON

ANNITA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKimCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS

KIRK DUDTSCHAK
RBC Financial Group

JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCallrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DERBECKER
Nôinawemaaganag Endaawaad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

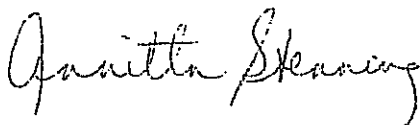
Dear Ms. Sloane-Seale 

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,



Annitta L. Stenning
Chief Administrative Officer
City of Winnipeg

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union

MARK CHIPMAN
Megill-Stephenson Company

JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKinCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS
KIRK DUDTSCHAK
RBC Financial Group

JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Constar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCallrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DERBECKER
Ndinawemaaganag Endaawad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY FELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



United Way
Winnipeg

Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

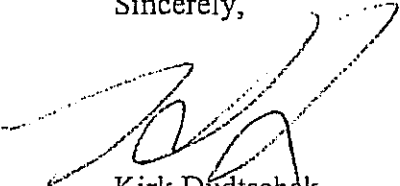
Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,


Kirk Dudtschak
Regional President
RBC Financial Group

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY DOER
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambridge Credit Union
MARK CHIPMAN
Megill-Stephenson Company
JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKinCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS
KIRK DUDTSCHAK
RBC Financial Group
JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCaffrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLUNSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DERBECKER
Ndinowemaaganag Endaaswaad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2


Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,



Doug Maughan
District Banking Manager
Scotiabank

2005 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY D
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union

MARK CHIPMAN
Megill-Stephenson Company

JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKimCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS

KIRK DUOTCHIAK
RBC Financial Group

JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCaffrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY BACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DENBECKER
Ndinawemaaganag Endaawaad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



United Way
Winnipeg

Because  Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

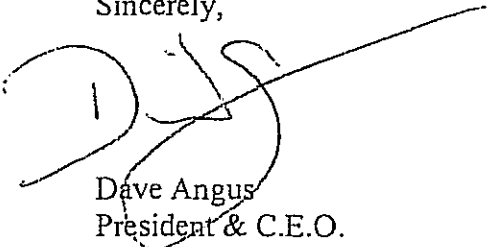
Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,


Dave Angus
President & C.E.O.
The Winnipeg Chamber of Commerce

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY DOER
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union

MARK CHIPMAN
Megill-Stephenson Company
JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CRINGAN
McKinCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS
KIRK DUOTCHAK
RBC Financial Group

JAMES CARR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCallrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DERBECKER
Ndinawemaganag Endaawood Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



Because  We Live Here.

Oct. 24, 2006

Ms Atlanta Sloane-Seale
Assistant Professor and Program Director
University of Manitoba
Continuing Education division
Winnipeg, Manitoba
R3T 2N2

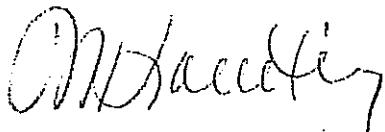
Dear Ms. Sloane-Seale,

This letter is in support of the University of Manitoba certification of the United Way of Winnipeg Leadership Development Program, previously known as the Loaned Representative Program.

The Leadership Development program is a unique opportunity for companies to invest simultaneously in our community and in the future of their organizations. Sponsored Executives learn about community and leadership, managing multiple projects and deadlines while developing extensive networks. They bring back new leadership and management skills to our organization and are immediately able to contribute at higher levels.

The certification of this program recognizes the importance of this valuable experience for the individuals and their organizations.

Sincerely,



Marilyn Kapitany
Assistant Deputy Minister
Western Economic Diversification Canada

2006 CAMPAIGN CABINET

NICK LOGAN
2006 Campaign Chair

HONOURARY MEMBERS
THE HONOURABLE GARY D
Premier of Manitoba

HIS WORSHIP
MAYOR SAM KATZ
City of Winnipeg

EXECUTIVE
TOM BRYK
Cambrian Credit Union
MARK CHIPMAN
Megill-Stephenson Company
JIM RICHARDSON

ANNITTA STENNING
City of Winnipeg

TIM SCHELLENBERG
Global Winnipeg

DREW CHINGAN
McKimCringan

HEATHER GRANT-JURY
United Food and Commercial
Workers Training Centre

MEMBERS
KIRK DUETSCHAK
RBC Financial Group
JAMES CAIR
Business Council of Manitoba

JOHN PROVEN
Canstar Community News Limited

COLIN RYAN
BMO Nesbitt Burns

LEONARD J. PENNER
Cargill Limited

DOUG FINKBEINER
Taylor McCaffrey LLP

JEFF MORTON
Piston Ring Service

DAVE ANGUS
The Winnipeg Chamber
of Commerce

RAY RACETTE
Victoria General Hospital

KAREN TERLINSKI
Manitoba Nurses' Union
Misericordia Health Centre

MARILYN KAPITANY
Western Economic
Diversification Canada

JOHN BAERT
Manitoba Government
and General Employees Union

JANET HOSKINS
University of Manitoba

JEFF ZABUDSKY
Red River College

ROBERTA HECHTER
Rockwood School

SONIA PREVOST-DENBECKER
Ndinawemaganag Endaawaad Inc.

EVELYN JACKS
The Knowledge Bureau

BOB MILES
CIBC Commercial Banking

DOUG MAUGHAN
Scotiabank

KINGSLEY BOWLES
Ode to Joy Limited

SANDY SAGER
In the Know

MARNIE STRATH
Winnipeg Free Press

LARRY PELZER
Winnipeg Labour Council

GAIL ASPER
CanWest Global Foundation



United Way
Winnipeg

Appendix 6
Advisory Committee Terms of Reference

**Terms of Reference for the Advisory Committee to
United Way of Winnipeg's Leadership Development Certificate Program
(UWLDCP)**

Preamble

The UWLDCP is a joint effort involving a partnership between the University of Manitoba, Extended Education, Continuing Education and United Way of Winnipeg. The Continuing Education will develop and deliver in partnership with United Way of Winnipeg the UWLDCP. These terms of reference apply to the advisory committee.

1. **Status**
The advisory Committee to the Certificate reports jointly to United Way of Winnipeg and to the Continuing Education, through the Program Director.
2. **Purpose**
The purposes of the committee are:
 - i. To provide an advisory liaison function between United Way of Winnipeg and the Continuing Education, and
 - ii. To ensure the continuous development and revision of the Certificate Program.
3. **Composition**
The Committee shall consist of representatives from United Way of Winnipeg and the Continuing Education. Specifically representation will include:
 - 3.1.1 CE Program Director
 - 3.1.2 Up to 2 CE members if needed, appointed by the CE Program Director
 - 3.1.3 United Way's Campaign Director
 - 3.1.4 1 United Way Division Manager
 - 3.1.5 1 United Way Campaign Cabinet Member
 - 3.1.6 1 Past Participant of the Sponsored Executive Program
 - 3.1.7 1 Community Volunteer appointed by United Way
 - 3.1.8 Any other mutually agreeable advisor as determined by the committee as a whole.
4. **Terms of Office**
 - 4.1) The first set of appointments will be for 1 and 2 years with half the committee receiving each type of appointment. Replacement of half of the committee will take place annually.
 - 4.2) Committee appointed members serve a 2 year term. Terms are renewable.
 - 4.3) Vacancies due to resignations will be filled by appointment.

5. Meetings

The members will meet a minimum of twice annually, at the call of the chair, or at the request of either ex-officio members.

- 5.1) Attendance by 50% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its functions.
- 5.2) The Program Director, CE and the Campaign Director shall co-chair the Committee and provide minutes, and an agenda to the committee members.
- 5.3) The Co-chairs shall give at least two weeks notice of a meeting.
- 5.4) The committee will function on the basis of consensus at all advisory committee meetings.

6. Functions of the Committee

- 6.1) The committee shall advise on the design and development of UWLDGP.
- 6.2) The committee shall bring to the attention of the community, the UWLDGP. Committee members can accomplish this mission in a variety of ways:
 - a) By contributing names of potential registrants and/or organizations to participate in the program.
 - b) By suggesting names of potential instructional resources;
 - c) By participating in curriculum development.
- 6.3) The Committee shall bring to the attention of the co-chairs those factors that are likely to affect existing or future programs such as; trends in the community, trends in fundraising and similar programs that exist in the community.
- 6.4) From time to time, the committee shall conduct evaluations of the Certificate Program.
- 6.5) From time to time the committee shall conduct needs assessment for the Certificate Program.
- 6.6) The committee shall coordinate its marketing and recruitment efforts with the Recruitment Committee.

Terms of Reference for Advisory Committee.2006

Appendix 7

Budget Proposal

Budget Proposal

United Way of Winnipeg Leadership Development Certificate Program

Assumptions

- Any pre-approved mutually agreeable costs to Extended Education, University of Manitoba will be reimbursed by United Way of Winnipeg.
- There will be a start up fee of \$500 per year payable to the University of Manitoba by the United Way of Winnipeg.
- Registration/tuition fee to Extended Education, University of Manitoba is \$75 per student.
- Administrative costs will be based on time allocation for a program administrator (.05x\$55,960) and program assistant (.05x\$41,172). There will be no administrative costs for program director's time allocation.
- Instructional stipend will be the responsibility of United Way of Winnipeg.
- Minimum number of students per course is 15, and maximum is 50.

		2006-07	2007-08	2008-09
Revenue		# crs offered	# crs offered	# crs offered
45 students	\$75x45	\$3,375	\$3,375	\$3,375
Start up fee		\$500	\$500	\$500
Total Revenue		\$3,875	\$3,875	\$3,875
Expenses				
PAS (T/A) .05	(.05x41,172)	\$2,058	\$2,058	\$2,058
PAdm (T/A) .05	(.05x\$55,960)	\$2,798	\$2,798	\$2,798
Total Expenses		\$4,856	\$4,856	\$4,856
Net Profit (Loss)				
Revenue+Expense		\$8,731	\$8,731	\$8,731
To be reimbursed by UNITED WAY		\$8,731	\$8,731	\$8,731

Appendix 8

Terms of Reference of Recruitment Committee

United Way of Winnipeg Leadership Development Certificate Program (UWLDCP)

Terms of Reference for the Sponsored Executive Recruitment Committee

Purpose

The Sponsored Executive Recruitment Committee is responsible for the recruitment of the candidates for the United Way of Winnipeg Leadership Development certificate Program. The committee identifies prospective and past participating employers and meets with the decision makers in these organizations to discuss opportunities for their employees in the program and or sponsorship for the program.

Composition

The volunteer group is led by a volunteer selected by the United Way Campaign Chair. This individual then recruits a volunteer team of five to eight organizational leaders. The United Way Campaign Chair, a United Way Staff member, and the Program Director for the UWLDCP serve as ex-officio members of the committee, and provide guidance and support.

Term of Assignment

The Sponsored Executive Recruitment Committee serves a one year renewable term from February to January. Recruitment will be made to the employers during the months of March to June. To complete the term, the Committee will conclude with the evaluation of the process.

Function of the Committee

The Committee's primary function is to recruit a dynamic and capable team of individuals from businesses and organizations in the community who will assist United Way professional staff in meeting campaign objectives.

Meetings

The members will meet a minimum of twice annually, at the call of the chair.

- 5.1) Attendance by 50% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its functions.
- 5.2) The chairperson shall chair the Committee and in conjunction with the staff advisor will provide minutes, and an agenda to the committee members.
- 5.3) The chair shall give at least two weeks notice of a meeting.
- 5.4) The committee will function on the basis of consensus at all advisory committee meetings.

Objectives of the Recruitment Committee

The objectives of the committee are:

1. In partnership with staff, develop a plan and timeline for recruitment of candidates.
2. Develop strategies for marketing the Leadership Development Certificate program to current and prospective providers of Sponsored Executives.
3. Identify and target high-potential organizations to provide Sponsored Executives.
4. Evaluate the recruitment process.

Terms of recruitment.06

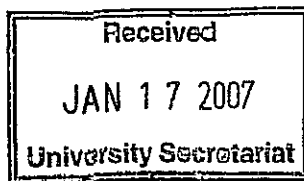
Election of Senate Representatives to the Senate Executive Committee

1. One representative is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to be elected for a term (February 8, 2007 - May 31, 2007) to replace Dean L. King.
 - (1) Eligible for election are:
 - (a) Vice-Presidents: E. Goldie, J. Keselman, D. McCallum
 - (b) Deans: M. Trevan, D. Witty, R Sigurdson, J. Wiens, D. Ruth, J. Doering, G. Sevenhuysen, H. Sector, D. Sandham, R. Mullaly, L. Wallace
 - (c) Director: C. Rabinovitch
 - (2) Presently serving:

Dean M. Whitmore (Science)	2009
Dean G. Feltham (Management)	2008
 - (3) Procedures:
 - (a) Nominations for the position shall be received from the floor.
 - (b) Senators shall vote for no more than one candidate on the ballot provided.
 - (c) The candidate receiving the largest number of votes shall be elected.
 - (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

/nis

WILLIAM P. THOMPSON Ph.D., Renowned Architectural Historian Dr. William P. Thompson, age 64, died in St. Boniface Hospital, in Winnipeg Manitoba, on December 24, 2006 after a short illness. Dr. Thompson was a Professor of Architectural History in the Faculty of Architecture, University of Manitoba, where he retired in 2002 after 33 years of service. Dr. Thompson partnered on many restoration projects in his career that saved the historic sites of Canada, especially in Winnipeg and Manitoba. William was the past president of the Manitoba Historical Society and received their top prize in 1978 for his book, Winnipeg Architecture. He also served as Vice President of Heritage Winnipeg. In 1992, William was recognized for his lifetime of work in Canada by becoming one of the few non-Canadians to be awarded the prestigious Canada 125 medal, which honors the most important contributors to Canada's first 125 years. This honor came for his achievements in advancing knowledge of and the conservation of Canadian architecture. His research projects included databases for identifying building styles and types, programs for maintenance management of historic buildings and methods and procedures for establishing cultural conservation regions. In 1996, he won the University of Manitoba's Outreach Award for outstanding service to Manitoba through achievements in neighborhood conservation. William was also a prolific traveler and established scholarly exchanges between Canadian architects and those in China and Mexico. William is predeceased by his parents, William and Dorothea Thompson of Bernardsville, NJ and is survived by his partner, Evelyn McFarland; his two beloved goddaughters, Andrea and Kimberly; and his four brothers and their families: Dr. Peter Thompson of Franklin, PA; Gary Thompson of Albany, NY; Mark Thompson of Bernardsville, NJ; and Robert Thompson of Oberlin, OH. Services will be held in Winnipeg, Manitoba and Basking Ridge, NJ in the coming weeks.



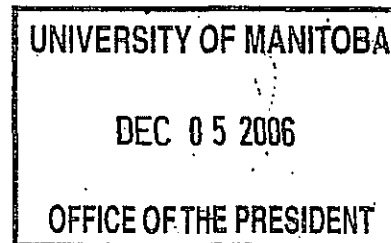
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

UNIVERSITY
OF MANITOBA

Office of the University Secretary

December 05, 2006

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, 2005, to August 31, 2006. 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) The category of "Computer Related Incidents" within "Part 2, Inappropriate Behaviour" was changed last year not to include the "Spreading Computer Viruses" as people do not have to intentionally send viruses anymore, therefore the numbers are much lower than in earlier years, however, there is an increase noted from the 17 incidents of last year to 49 incidents this year. That increase seems to be related to the increase in sharing computer accounts, 29 incidents in total, where 21 students received warnings and 8 received suspensions.
- 3) Although no cases of sexual harassment were reported this year, there is a marked increase involving threats and bullying with 2 incidents of threatening e-mail under the category "Computer Related Incidents", and 8 incidents of threatening behaviour under the category "Disorderly Threatening Conduct". This kind of behaviour should not be tolerated at the University, and stronger penalties for these incidents should be assessed by the Disciplinary Authorities.
- 4) The category "Unprofessional Conduct" also shows a substantial increase from no incidents in past years to 12, and this category bears watching to see if the increase in this behaviour is actually signaling the beginning of a trend, requiring assessment of what further steps can be taken to encourage more professional conduct.


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
2001-2002	590	23,618	2.5%
2002-2003	387 244 (not including Spreading Computer Viruses)	24,981 _____	1.6% 1.0% (not including Spreading Computer Viruses)
2003-2004	917 423 (not including Spreading Computer Viruses)	26,672 _____	3.4% 1.6% (not including Spreading Computer Viruses)
2004-2005	323	27,414	1.1%
2005-2006	432	26,938	1.6%

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.

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 be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,


Ruth E. Berry, Chair
University Discipline Committee.

RB/mms

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Academic/ Scientific Fraud - 63 -	2	Two students handed in identical homework assignments (in same handwriting)	Both students were given a final grade of 'F-CW'	Department Head	Students admitted offence	Students stated that they did not think it constituted academic dishonesty	Not sought			
	1	Student allowed a friend to write a test in their name	Final grade of 'F-CW' in course and suspended from departmental courses for one year	Department Head	None	None	Not sought			
	1	Student submitted another student's assignment as their own	Final grade of 'F-CW' and suspended from courses in two Faculties for one year with reprimand recorded on transcript for 5 years	Associate Dean of faculty of registration and Associate Dean of teaching faculty	None	None	Not sought			
Application Fraud	1	Falsified transcripts	Application nullified and comment on transcript	Dean	None	None	Not sought			
	1	Falsified translation of transcripts	Application nullified and comment on transcript	Dean	None	None	UDC	Granted		
	1	Falsified transcripts	Application nullified and comment on transcript	Dean	None	None	Not sought			

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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 (continued) - 64 -	1	Forged signature on letter of reference; envelope flap and cover from reference person	Application nullified and comment on transcript; no right to apply to faculty for 2 years	Dean	Script of original signed letter was identical to letter with forged signature	None	Not sought			
	1	Student did not disclose full academic history	Application withdrawn	Dean	None	None	Not sought			
	1	Fraudulent transcript	Application withdrawn and grade of 'F-CW' in courses' comment on transcript	Dean	None	GPA on true transcript was 1.95	UDC	Student withdrew appeal		
	1	Student did not disclose full academic history	Application withdrawn and comment on transcript	Dean	None	Supervisor at former University had advised student to disclose full academic history on future applications	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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 (continued)	1	Fraudulent degree and transcript	Application withdrawn; comment on transcript	Dean	None	None	Not sought			
	1	Failing to declare previous attendance at other university	No credits granted for any course work completed at other university	Assistant Dean	None	None	Not sought			
	1	Failing to declare previous attendance at other university	Disciplinary warning	Assistant Dean	None	None	Not sought			
	1	Failing to declare previous attendance at other university	Suspension for one year	Dean	None	None	Not sought			
	1	Failing to declare previous attendance at other university	No credits granted for any course work completed at other university	Assistant Dean	None	None	Not sought			

- 65 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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
- 99 -	1	Student brought information sheets to mid-term exam against specific instructions	Final grade of 'F-CW' in the course	Department Head	Student readily admitted to the facts	None	Associate Dean of teaching faculty and Dean of faculty of registration	The Penalty modified to remove 'CW'	Not sought	
	3	Cheating on a take-home test	Students required to write 200-400 word essay on appropriate /inappropriate collaboration	Associate Dean of teaching faculty and Associate Dean of faculty of registration	Students readily admitted to the facts and very apologetic	None	Not sought			
	1	Cheating on term test	Final grade of "F-CW" in course.	Associate Dean of teaching faculty	None	No recognition of fault	Local Discipline Committee	Appeal upheld.		

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
- 67 - Cheating on test/quizzes (continued)	1	Cheating on term test	Final grade of 'F-CW' in the course and immediate suspension from registration until August 15, 2006	Associate Dean of teaching faculty and Dean of faculty of registration	None	No recognition of fault	Local Discipline Committee	Final grade of 'F-CW' in the course and letter of reprimand	Not sought	
	1	Cheating on term test	Final grade of 'F-CW' in the course and letter or reprimand	Associate Dean of teaching faculty and Dean of faculty of registration	Student recognized fault	None	Not sought			
	1	Cheating on test	Final grade of 'F-CW' in the course and suspension from the faculty of registration from May 2006 to May 2007	Associate Dean of teaching faculty and Associate Dean faculty of registration	Readily admitted to the facts and expressed sincere remorse	Very experienced student in university student affairs	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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 test	Immediate suspension from the faculty until April 3, 2006	Associate Dean of faculty of registration	None	Second offence of academic dishonesty in the same course in same session. Student had signed declaration of honesty	Not sought			
	2	Cheated on mid-term test	Grade of 'F' in course	Acting Department Head	None	None	Not sought			
	1	Cheated on mid-term test	Evaluated on 40% of tutorial	Acting Department Head	None	None	Not sought			
	2	Unauthorized materials in test	Grade of '0' on test and final grade of 'F -CW' in course	Department Head	None	None	Not sought			
	1	Student tried to use a cheat sheet	Grade of 'F' on mid term test	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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)	2	Students cheated on mid-term test	Final grade of 'F-CW'; comment on transcript which may be requested to be removed prior to graduation and an essay on "what academic dishonesty means to me"	Associate Dean of teaching faculty and Dean of faculty of registration	None	Students reside at same address and sat together during the exam	Not sought			
	1	Student brought unauthorized materials into exam room	Final grade of 'F-CW' in course and suspended from Faculty courses for one year	Department Head and Associate Dean	None	Second offence	Not sought			
	1	Student in possession of unauthorized materials during mid-term exam	Grade of '0' for mid-term exam and expelled from course in Fall term 06, plus grade of 'F-CW' placed on academic history	Department Head	None	None	Not sought			
	2	Copying on term test - identical	Final grade of 'F-CW' in course and suspended from department courses from Jan 1/06 until September 1/06	Department Head	None	Second offence this term - both found guilty of duplication of assignment earlier in term	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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)	8	Student and another student copied from each other	Final grade of 'F-CW' in the course and suspended from departmental courses until September 2006	Associate Department Head	None	None	Not sought			
	1	Student and another student copied from each other	Final grade of 'F-CW' in the course and suspended from departmental courses until September 2006	Associate Department Head	None	None	Associate Dean and Dean of faculty of registration	Penalties upheld	Not sought	
	1	Crib notes in student's possession	Grade of 'O' on test	Department Head	None	None	Not sought			
	2	Unauthorized collaboration during quiz	Essay on Academic dishonesty, no grade penalty as students Voluntarily withdrew before the hearing	Department Head	None	None	Not sought			
	1	Cell phone found on desk during term test	Grade of 'O' for test and essay on academic dishonesty	Department Head	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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	Copying the work of a student during term test	Final grade of 'F-CW' and a suspension for one year from the Department	Department Head	None	None	Not sought			
	1	Signed attendance sheet but did not hand in paper.	Essay on academic dishonesty	Department Head	None	Student insisted paper was lost and accused Professor of carelessness although three invigilators had spent one hour looking for the missing paper	Not sought			
	1	Signed attendance sheet but did not hand paper as the student was planning to voluntarily withdraw	Essay on academic dishonesty	Department Head	None	None	Not sought			

- 71 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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	Asked student to hand in assignment for them and the other student copied it	Essay on academic dishonesty	Department Head	Acted in good faith; did not facilitate the copying	None	Not sought			
	1	Copied assignment that another student asked them to hand in	Grade of '0' for all five assignments and essay on academic dishonesty	Department Head	None	None	Not sought			
	1	Crib sheet found during term test	Final grade of 'F-CW' in course and essay on academic dishonesty	Department Head	None	None	Not sought			
	1	Another Student copied from this student during a quiz due to insufficient precaution to prevent the act	Essay on academic dishonesty	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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	Student copied from another student during a quiz	Final grade of 'F-CW' in course and essay on academic dishonesty	Department Head	None	None	Not sought			
	1	In possession of unauthorized material	Suspension from faculty courses for one year and a notation on academic history	Department Head	None	None	Not sought			
	1	Communicate verbally with another student	Final grade of 'F-CW' in the course and a notation on transcript	Associate Dean	Genuine remorse for the actions	None	Not sought			
	1	Identical answers as another	Final grade of 'F-CW' on the course, academic notation and write an essay	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			
	1	Copying answers from another student	Final grade of 'F-CW' in the course, notation on academic history and write an essay	Associate Dean	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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	Unauthorized materials	Final grade of 'F' in the course, suspension from taking courses in the faculty for a year and a notation on transcript	Associate Dean	None	None	Not sought			
	1	Communicate verbally with another student	Final grade of 'F-CW' in the course and a notation on transcript	Associate Dean	None	None	Not sought			
	1	Cheating on term test	Final grade of 'F-CW' in the course and a letter of reprimand	Associate Dean of teaching faculty and Dean of the faculty of registration	None	None	Not sought			
Contravention of Examination Regulations	1	Student used unauthorized materials (a cell phone) during the final exam.	Immediate suspension from the faculty until September 1, 2006	Associate Dean of faculty of registration	None	Student failed to appear at the faculty hearing	Local Discipline Committee	Replace suspension from faculty with a warning	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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	Notes were found following the final exam	Final grade of 'F-CW' in the course	Associate Dean of faculty of registration	Recognition of fault	None	Local Discipline Committee	Appeal denied	Not sought	
	1	Cheating on mid term exam	Both students received a final grade of 'F-CW'	Dean of the faculty of registration	None	None	Not sought			
	1	Unauthorized materials in exam	Final grade of 'F-CW'; comment on transcript which may be requested to be removed prior to graduation; suspension from registration in the faculty or in courses offered by the faculty for one year	Associate Dean	None	None	Not sought			
	1	Copying from another student	Final grade of 'F-CW' in course	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			

- 75 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
-76- Contravention of Examination Regulations (continued)	2	Copying answers during final exam	Academic dishonesty notation on transcript until time of graduation	Associate Dean of teaching faculty and Dean of faculty of registration	Not sufficient evidence for strict penalty	None	Not sought			
	1	Copying answers during final examination	Final grade of 'F-CW' in course and suspended from taking courses from faculty from May 1/06 to April 30/07 and academic dishonesty notation on transcript until graduation	Associate Dean of teaching faculty and Dean of faculty of registration	None	Second offence within a few months and did not confess	Not sought			
	1	Copying answers during final examination	Final grade of 'F-CW' in course and academic dishonesty notation on transcript until graduation	Associate Dean	Confessed	Second offence within a few months	Not sought			
	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean	None	None	Local Discipline committee	Same penalties	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School e University, Schools of a Faculty and U1 will be referred to as faculty in this re o facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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) - 77 -	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from department for 1 year	Department Head	Late appeal allowed as student out of Country	Student did not appear for discipline hearing	Associate Dean of teaching faculty and Dean of faculty of registration	'F-CW' changed to B+ when student completes an essay on academic integrity, suspension cancelled	Not sought	
	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean	None	None	Local Discipline Committee	Final grade of 'F-CW' upheld but suspension changed to six months	Not sought	
	1	Brought unauthorized materials into final examination	Academic dishonesty notation on transcript until time of graduation and required to volunteer at Office of Student Advocacy	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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)	3	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean	None	None	Not sought			
	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean	None	None	Not sought			
	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			
	1	Brought unauthorized materials into final examination	Grade of 'F-CW' in course and suspended from faculty for 1 year	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			

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.

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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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) - 79 -	1	Removal of portion of exam from exam room	Final grade of 'F-CW' in course and academic notation put on transcript until time of graduation	Associate Dean of teaching faculty and Dean of faculty of registration	None	None	Not sought			
	1	Unauthorized use of a calculator in final exam	Final grade of 'F-CW' in course and essay on academic dishonesty	Department Head	None	None	Not sought			
	2	Use of unauthorized paper for rough work during a final exam	1000 word essay on "proper conduct during an exam"	Department Head	None	None	Not sought			
	1	Handed in final exam paper with false name and student number	Final grade "F-CW" in course and one year suspension from department	Department Head	None	None	Not sought			
	1	Crib sheet found on desk in final exam	Final grade of 'F-CW' in course and essay on academic dishonesty	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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 use of Calculator during final exam	Essay on academic dishonesty	Department Head	None	None	Not sought			
	1	Student used unauthorized electronic translator during exam	Essay on academic dishonesty	Department Head	Student showed remorse	None	Not sought			
	2	Student used unauthorized electronic translator during exam	Final grade of 'F-CW' and 1 year suspension from Department	Department Head	None	Did not respond to registered letter that called them in for a discipline hearing	Dean	Reduced penalty to reprimand and essay	Not sought	
Copying from other Student's or submitted own previous work	2	Student submitted assignment which was a reproduction of a peer's work	Final grade of 'O' for assignment	Acting Department Head and Associate Department Head	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School, the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Copying from other Student's or submitted own previous work (continued)	1	Copied assignment of a classmate	Re-write assignment with loss of value of assignment	Dean	None	Classmate did not know	Not sought			
Forged documentation 81 -	1	Submitted forged medical documentation when seeking deferral	Final grade of 'F-CW' in course and suspended from faculty for one year	Associate Dean	None	Second offence within a year, 1 st offence was inappropriate collaboration on an assignment	Not sought			
	1	Student submitted altered medical note	Final grade of 'F-CW' in course and suspension from the faculty of registration from May 1, 2006 to May 1, 2007	Associate Dean of teach faculty and Dean of faculty of registration	Student readily admitted to the facts and very apologetic	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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
Forged Documentation (continued)	1	Submitted forged medical documentation when seeking deferral	Final grade of 'F-CW' in course and suspended from faculty for one year	Associate Dean	None	None	Local Discipline Committee	Final grade of 'F-CW' upheld but suspension period amended to six months subject to conditions	Not sought	
	1	Change of date on doctor's note re illness at mid-term exam	Final grade of 'F-CW' and one year suspension from department	Department Head	None	None	Not sought			
Impersonation	1	Impersonation during a final exam	Final grade of 'F-CW' in course and suspended from two faculties until student meets with the Deans of the two faculties	Associate Dean of teaching faculty and Dean of faculty of registration	None	Discipline carried out without meeting with the student who has not come forward to date.	Not sought			
	1	Student let another student write term test for them	Final grade of 'F-CW' and one year suspension from department	Department Head	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Scholars of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Inappropriate Collaboration	5	Duplication of assignment	Mark of zero on assignment plus a mark of zero on the highest assignment for the year	Associate Dean	None	None	Not sought			
	2	Handed in identical assignments	Both students received a final grade of 'F-CW'	Dean of faculty of registration	None	None	Not sought			
	2	Students shared work violating guidelines	Both students had to re-write the assignment	Department Head and Professor	None	None	Not sought			
	1	Duplication of assignment	Grade of '0' for the assignment	Associate Department Head	None	None	Withdrew appeal			
	36	Duplication of assignment	Grade of '0' for the assignment	Associate Department Head	None	None	Not sought			
	6	Duplication of assignment	Grade of '0' for the assignment and grade of '0' on next highest assignment	Associate Department Head	None	None	Not sought			

- 83 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Inappropriate Collaboration (continued)	2	Duplication of term work	Grade of '0' on assignments 1, 2 and 3	Department Head	None	None	Not sought			
	2	Unauthorized collaboration on distance education assignment	Grade of '0' for assignment and essay on academic dishonesty	Department Head	None	None	Not sought			
	1	Unauthorized collaboration on assignment	Grade of '0' for assignment and essay on academic dishonesty	Department Head	None	None	Not sought			
	1	Submission of a term paper that is in part identical to another student's paper	Final grade of 'F-CW' in the course	Department Head	None	None	Not sought			

- 84 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

Part 1, Academic Dishonesty

Disciplinary Matter		Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition	Next Level of Appeal	Disposition
Inappropriate Collaboration (continued)	1	Submission of a term paper whose structure and some exact wording indicate inappropriate collaboration with another student	Final grade of 'F-CW' in the course	Department Head	None	None	Not sought			
	1	Inappropriate collaboration during quiz	Write an essay	Department Head	Voluntarily withdrew from the course	None	Not sought			
	1	Handed in identical assignment	Grade of '0' for assignment	Department Head	None	None	Not sought			
	1	Handed in identical assignment	Grade of '0' for assignment and write an essay	Associate Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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
Plagiarism	1	Student submitted a plagiarized essay in one course and a plagiarized take home test in another course same term	Final grade of 'F-CW' in one course and immediate withdrawals from two courses. Suspension from registration until January 4, 2007	Associate dean of teaching faculty and Dean of faculty of registration	Facility of English is poor so no clear understanding of behaviour	None	Not sought			
	1	Student submitted a paper that was identical to one that was submitted in the course several years earlier.	Immediate suspension from the faculty until January 3, 2007	Associate Dean of faculty of registration	None	Student carefully considered several options before choosing to submit this paper	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Plagiarism (continued)	1	Student submitted a paper that was identical to one that was submitted in the course several years earlier.	Immediate suspension from the faculty until January 3, 2007	Associate Dean of faculty of registration	None	Student carefully considered several options before choosing to submit the paper	Local Discipline Committee	Suspension from the faculty from May 1, 2006 to May 1, 2007	Not sought	
	1	Student committed an act of plagiarism	Final grade 'F-CW' in the course, suspension from the faculty of registration from May 1, 2006- May 1, 2007 and write an essay on plagiarism	Associate Dean of teaching faculty and Dean of faculty of registration	None	Third occurrence of plagiarism in the same department and failure to recognize behaviour	Not sought			
	1	Student committed act of plagiarism	Final grade of 'F-CW' in the course, suspension from the faculty of registration until August 31, 2007	Associate Dean of the teaching faculty and dean of faculty of registration	None	Second serious offence in the same session	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**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
Plagiarism (continued)	1	Student committee act of plagiarism	Final grade of 'F-CW' in the course and immediate suspension from the faculty until August 31, 2007	Associate Dean of faculty of registration	None	Student chose not to attend the hearing, second offence in two years	Not sought			
	1	Student plagiarized answers in assignment was cautioned and then plagiarized a paper	Student received a final grade of 'F' in the course and required to withdraw by the home department	Dean of faculty of registration	None	Student had been cautioned against plagiarism	Local Disciplinary Committee	Not Granted	UDC	TBA
	1	Student plagiarized on term paper	Grade of 'F-CW' in course; expulsion from the faculty and comment on transcript	Associate Dean	None	Student did not fully admit to full extent of dishonesty at outset	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Plagiarism (continued)	1	Student plagiarized on term paper	Final grade of 'F' in course; comment on transcript for two years (Academic result of 'F' in this case required the student to withdraw by the home department)	Dean of faculty of registration	None	Plagiarism extensive; revealed during interview that several sources used (and not just two as indicated at outset); had attended a plagiarism workshop	Not sought			
	1	Student plagiarized on term paper	Final grade of 'F' given to the student (student required to withdraw by the home department) and comment on transcript of two years	Dean of faculty of registration	None	Plagiarism extensive; admitted wrongdoing; had attended a plagiarism workshop	Local Discipline Committee	Appeal granted		
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper and final grade of 'F-CW' in course	Department Head	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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 (continued)	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper and final grade of 'F-CW' in course	Department Head	Admitted guilt	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on the paper and final grade of 'F' in the course	Department Head	None	Denied consulting website in question	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper	Department Head	None	Student did not contact the Department as requested	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper and final grade of 'F-CW' in course	Department Head	None	Student did not show up for the discipline hearing	Not sought			

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.

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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
- 91 -	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	Accepted responsibility and apologized	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	Language deficiency	None	Not sought			
Plagiarism (continued)	1	Use of unacknowledged sources from the Internet	Grade of 'F' on the assignment and a final grade of 'F' in the course	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on essay and a final grade of 'F' in course	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
- 92 -	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	Did not appear to have knowingly engaged in academic dishonesty, student contacted the Professor in their own initiative and apologized	None	Not sought			
	2	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	Acknowledged that they had plagiarized	None	Not sought			
Plagiarism (continued)	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment and final grade of 'F' in the final course	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on two assignments and final grade of 'F' in course	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
- 93 -	1	Use of unacknowledged sources from the Internet	Grade of 'F' on essay and final grade of 'F' in the course	Department Head	None	Student did not attend the discipline hearing	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on paper and final grade of 'F-CW' in the course	Department Head	None	Student did not attend the discipline hearing	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment and must re-write the essay	Department Head	Contacted the professor on their own initiative	None	Not sought			
Plagiarism (continued)	1	Use of unacknowledged sources from the Internet	Grade of 'F' on essay	Department Head	Student did not seem to understand what plagiarism means	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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
- 94 -	1	Use of unacknowledged sources from the Internet	Grade of 'F' on essay	Department Head	Student apologized	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on essay	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on the paper, a final grade of 'F-CW' in the course and a recommendation that the student contact the Professor for further guidance	Department Head	None	Student had been warned in a previous essay, extensive material plagiarized	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of "0" on essay resulting in a final grade of 'F'	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Plagiarism (continued)	1	Submitted plagiarized work	Grade of 'F' in course	Department Head and Professor	None	None	Not sought			
	1	Submitted plagiarized work	Grade of 'F' in course	Associate Department Head and Professor	None	None	Not sought			
	1	Submitted plagiarized work	Grade of 'F' on assignment and a final grade of 'F' in course	Department Head and Professor	None	None	Not sought			
	1	Submitted plagiarized work	Grade of 'F' on assignment	Department Head and Professor	None	None	Not sought			
	1	Student committed act of Plagiarism	Grade of 'F' in term paper and a final grade of 'F-CW' in course	Acting Department Head	None	None	Not sought			
	1	Student plagiarized two assignments	Student had to submit two new assignments and a receive a grade 'D' in the course	Department Head	Medical issues	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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 (continued)	1	Plagiarized on term paper	Final grade of 'F' in the term paper and final grade of 'F-CW' for the course	Department Head	None	Argumentative	Not sought			
	1	Plagiarized on an assignment	Grade of 'D' on assignment and a final grade of 'F' in course	Department Head	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Re-write paper and write a letter of apology to Professor	Department Head	Student was apologetic	None	Not sought			
	1	Use of unacknowledged copying/pasting from Internet into paper	Grade of 'F' on assignment and an essay on time management	Acting Coordinator	Student admitted guilt, poor time management	None	Not sought			
	1	Purchase of term paper from a paper mill	Grade of 'F' on assignment and a final grade of 'F-CW' in course	Acting Coordinator	Admission of guilt	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools: University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Plagiarism (continued)	1	Use of unacknowledged sources from the Internet	Grade of 'F' on assignment and a final grade of 'F-CW' in course	Acting Coordinator	Admission of guilt	Student claimed to busy to read course outline or seek out instructor	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' on two assignments and a final grade of 'F-CW' in course	Acting Coordinator	Unintentional lack of citation	None	Not sought			
	1	Use of unacknowledged sources from the Internet for entire paper	Grade of 'F' on assignment and a final grade of 'F-CW' in course	Acting Coordinator	Admission of guilt	None	Not sought			
	1	Use of unacknowledged sources from the Internet extensively	Grade of 'F' in course	Director	None	None	Not sought			
	1	Use of unacknowledged sources from the Internet	Grade of 'F' in paper and final grade of 'F' in course	Associate Dean	None	None	Not sought			

- 97 -

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Plagiarism (continued)	1	Plagiarized course report from another student's paper	Grade of 'F' in course, apology, comment on transcript for 1 year and; suspended from taking faculty courses for one year	Associate Dean	Sample paper had been supplied by instructor; student read paper for the report	50% of paper copied word for word	Local Discipline Committee	Not granted	Not sought	
	1	Plagiarism in review paper	Grade of 'F-' of course - required to repeat course (in two years time) if successfully completed F-I will change to Continuing and new grade will stand in current term; suspended from taking courses for eight months and required to write research paper on plagiarism; comment on transcript for two years; apologies	Associate Dean	Student was very remorseful; student sought assistance prior to penalty being given out	None	Not sought			
	1	Use of unauthorized sources from the Internet	Grade of 'F' on the assignment and a final grade of 'C+' in course	Associate Department Head	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School, the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Plagiarism (continued)	1	Plagiarism in review paper	Grade of 'F' in course - required to repeat course (in two years time); suspended from taking courses for 8 months; required to write a research paper on plagiarism and comment on transcript for two years and apologies	Associate Dean	None	Student did not fully understand the problem	Not sought			
	1	Uncited or improperly cited web page	Grade of 'D' on assignment and final grade of 'C+' in course	Department Head	None	None	Not sought			
	1	Paragraphs copied from the web and uncited	Grade of 'D' on assignment and final grade of 'F' in course	Department Head	None	None	Not sought			
	1	Paragraphs copied from the web - cited but no quotes	Grade of 'D' on assignment and final grade of 'C' in course	Department Head	None	None	Not sought			
	1	Paragraphs copied from the web	Grade of 'D' on assignment and final grade of 'D' in course	Department Head	None	None	Not sought			

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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 (continued) - 100 -	1	Plagiarism in two assignments	Grade of '0'	Department Head	None	Dedicated lab and lecture time in course re: plagiarism and academic dishonesty	Not sought			
	1	Copying sentences from review article	Student required to write paper comparing actions to info contained in Student Advocacy's "Cheating, Plagiarism and Fraud" document and rewrite assignment with appropriate use of work of others	Department Head	None	None	Not sought			
	1	Student Plagiarized a book review	Was required to reread and pass two English language courses	Dean	Language deficiency - student did not understand plagiarism	None	Not sought			
	1	Plagiarism on essay	Oral and written reprimand; choice of writing another essay or accepting a grade of 'F'	Course Professor and Associate Dean	None	None	Not sought			

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

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
Plagiarism (continued)	1	Uncited sources from the Internet	Grade of 'F' on the paper and the final grade of 'F' in course	Program Coordinator	None	None	Not sought			
	1	Uncited sources from the Internet	Grade of 'F' on the paper and a final grade of 'F-CW' in course	Acting Department Head	None	None	Not sought			
	1	Use of unauthorized sources from the Internet	Grade of 'F' on essay	Associate Department Head	None	None	Not sought			
	1	Copying from the web	Grade of 'D' on the paper and a final grade of 'D' in course	Program Coordinator	None	None	Not sought			
	3	Use of unauthorized sources from the Internet	Grade of 'F' on the paper and a final grade of 'F' in course	Associate Department Head	None	None	Not sought			
	1	Use of unauthorized sources	Grade of 'F' on the paper	Associate Department Head	Voluntarily withdrew from the course	None	Not sought			

- 101 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****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
Plagiarism (continued)	1	Use of unauthorized sources from the Internet	Grade of 'F' on the assignment with re-write options	Associate Department Head	None	None	Not sought			
	2	Use of unauthorized sources from the Internet	Grade of 'F' on the assignment	Associate Department Head	None	None	Not sought			
	1	Use of unauthorized sources	Grade of 'F' on the paper	Associate Department Head	None	None	Not sought			
	1	Used uncited sources from the Internet and purchased manuscript as own work	Final grade of 'F' in the term paper and 'F-CW' in the course	Acting Coordinator of the Program	None	None	Not sought			

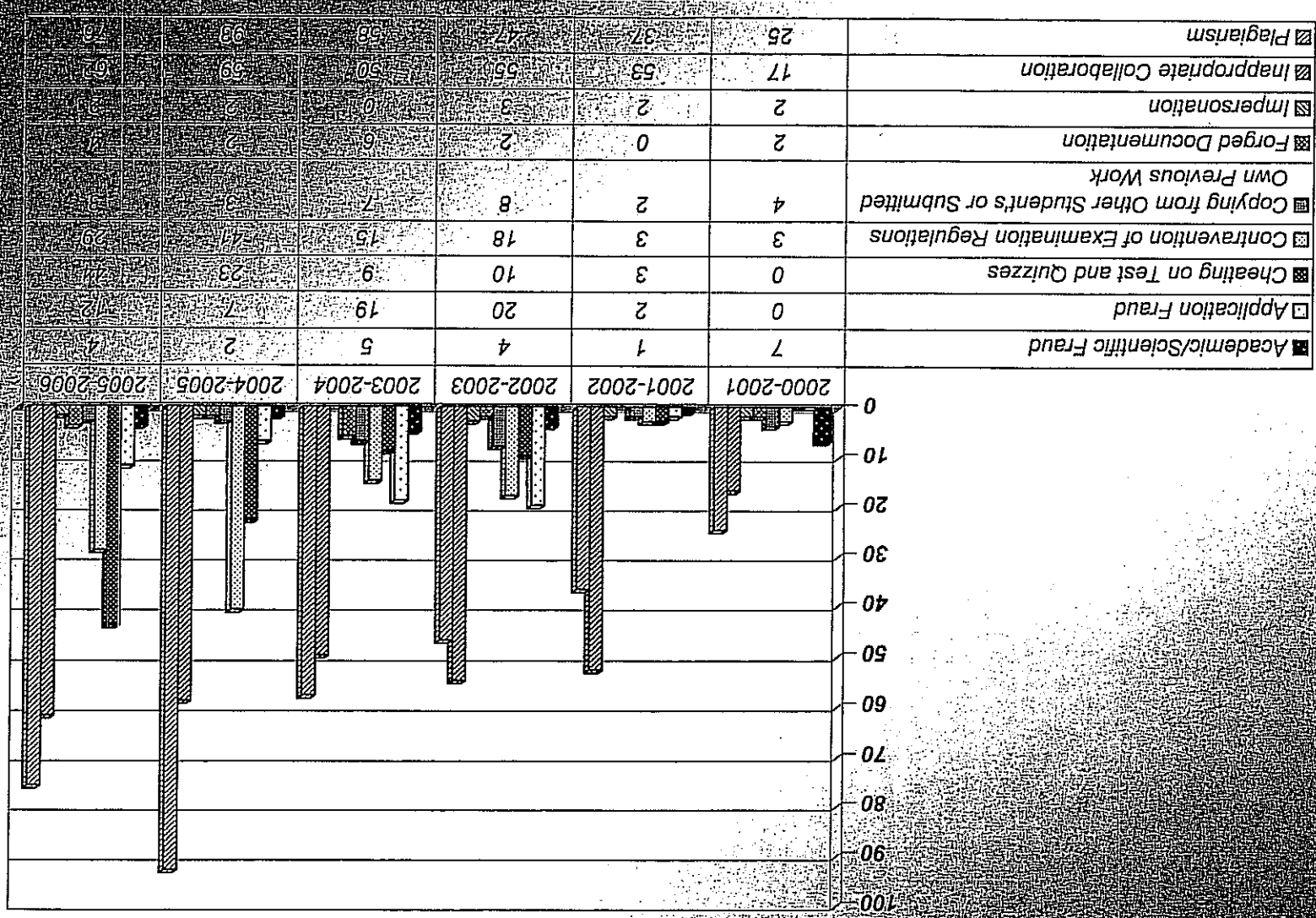
- 102 -

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

Part 1. Academic Dishonesty



ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****Part 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	1	Noise complaint	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	4	Noise complaint	Warning	Housing and Student Life Director	None	None	Not sought	
	8	Noise violation	\$50 fine each	Housing and Student Life Director	None	None	Not sought	
	1	Noise violation	\$50 fine and apology letter	Housing and Student Life Director	None	None	Not sought	
	1	Noise violation	\$100 fine	Housing and Student Life Director	None	This was the second offence with student on probation, the 1 st offence was open alcohol	Not sought	
	1	In possession of university property (parking lot sign)	\$50 fine	Housing and Student Life Director	None	None	Not sought	

- 104 -

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**Part 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	Diminishing an individual verbally	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Guest of student wrote profanities on peoples' doors and following people around with a camcorder without permission to do so.	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	2	Disrespectful towards security staff, flipping over furniture, throwing garbage can all over, etc.	Banned from Residence	Housing and Student Life Director	None	None	Not sought	
	1	Entering and exiting a washroom for the opposite gender as student	\$50 fine	Housing and Student Life Director	None	None	Not sought	
	1	Housing another student in student's room	Warning	Housing and Student Life Director	None	None	Not sought	
	3	Student's belongings in vacant bedroom	\$ 50 cleaning fee each	Housing and Student Life Director	None	None	Not sought	

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 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	Occupying extra bedroom	\$100 fine (2 cleaning fees)	Housing and Student Life Director	None	None	Not sought	
	1	Involved in pulling fire alarm	Probation	Housing and Student Life Director	None	None	Not sought	
	2	Male and Female found showering in men's shower room	\$50 fine each	Housing and Student Life Director	None	None	Not sought	
	1	Letting banned student stay in their room	Eviction	Housing and Student Life Director	None	Was already on probation	Not sought	
	2	Smoking in residence	Warning	Housing and Student Life Director	None	None	Not sought	
	1	Smoking in the room	\$100 fine as second offence	Housing and Student Life Director	None	None	Not sought	
	6	Smoking in room	\$50 fine each	Housing and Student Life Director	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****Part 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	Smoking in room	\$100 fine and probation	Housing and Student Life Director	None	2 nd offense	Not sought	
	1	Smoking in room, noise violations, using hot plate in room	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Smoking in room	\$50 fine and possible caretaking charges	Housing and Student Life Director	None	None	Not sought	
	1	Smoking marijuana in room	Warning	Housing and Student Life Director	None	None	Not sought	
	1	Marijuana smoke coming from the room	Warning - moved into another room	Housing and Student Life Director	None	None	Not sought	
	1	Smoking marijuana outside	Warning	Housing and Student Life Director	None	None	Not sought	
	6	Smoking marijuana in room	\$50 fine	Housing and Student Life Director	None	None	Not sought	

- 107 -

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**Part 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)	8	Smoking marijuana in room	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	3	Smoking marijuana on residence property	\$50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Smoking marijuana in room and disrespectful to security staff	\$ 50 fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Smoking marijuana in room	\$100 fine and probation	Housing and Student Life Director	None	2 nd offence	Not sought	
	1	Smoking marijuana on residence property	\$100 fine and probation	Housing and Student Life Director	None	2 nd offence	Not sought	
	1	Smoking marijuana in room	Evicted and banned from residence	Housing and Student Life Director	None	2 nd offence	Not sought	
	1	Smoking marijuana in room	Evicted and banned from residence	Housing and Student Life Director	None	3 rd offence	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

Part 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	Smoking marijuana in room	\$150 fine and probation	Housing and Student Life Director	None	2nd offence	Not sought	
	1	Smoking marijuana on residence property	Evicted and banned from residence	Housing and Student Life Director	None	3 rd offence	Not sought	
	2	Open alcohol	Verbal warning	Housing and Student Life Director	None	None	Not sought	
	14	Open alcohol	\$50 fine	Housing and Student Life Director	None	None	Not sought	
	2	Disobeying alcohol policy, open alcohol, disrespect towards staff	\$50 fine and letter of apology	Housing and Student Life Director	None	None	Not sought	
	2	Open alcohol	\$100 fine	Housing and Student Life Director	None	None	Not sought	
	1	Open alcohol	\$100 fine	Housing and Student Life Director	None	Disregarded 3 warnings in one evening	Not sought	

- 109 -

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

Part 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	Open Alcohol	\$100 fine and probation	Housing and Student Life Director	None	2 nd offence	Not sought	
	1	Open Alcohol	Banned from residence	Housing and Student Life Director	None	None	Not sought	
Computer Related Incidents	1	Computer account was used to gain elevated permissions	Warning	Computer Technician in Faculty	None	None	Not sought	
	1	Students engaged in inappropriate commentary and discussion in a password-protected forum housed on a University server	Both the Associate Dean and Dean spoke with the student	Dean and associate Dean of the Faculty	Student was not aware of content requirements for University Servers	None	Not Sought	
	8	Students had prohibited copyrighted material on the computers	Each student received a letter informing them that internet access would be suspended in 24 hours unless file(s) were removed.	Housing and Student Life Director	None	None	Not sought	
	1	Threatening e-mail	Suspension	IST	None	None	Not sought	
	1	Threatening e-mail	Warning	IST	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****Part 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	Sending spam	Temporary suspension	IST	None	None	Not Sought	
	3	Sending spam	Warning	IST	None	None	Not sought	
	21	Sharing computer account	Warning	IST	None	None	Not sought	
	8	Sharing computer account	Suspension	IST	None	None	Not sought	
Disorderly/Threatening Conduct - 1 1 1 1 -	1	Profanity and abusive language toward professor in public	Interview and cautioned	Course professor and Associate Dean	Apology from student	None	Not Sought	
	1	Inappropriate behaviour in lounge of Residence	Warning	Housing and Student Life Director	None	None	Not sought	
	1	Physical altercation	\$50 fine	Housing and Student Life Director	None	None	Not sought	
	1	Repetitive threatening/intimidating behaviour towards staff	Not allowed in residence the following year	Housing and Student Life Director	None	3rd offence and last offence while on probation and prohibition of alcohol.	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Disorderly/ Threatening Conduct (continued) - 112 -	1	Threatening behaviour	Banned from residence	Housing and Student Life Director	None	None	Not sought	
	1	Threatening behaviour towards another resident	Banned from Residence Property	Housing and Student Life Director	None	None	Not sought	
	1	Physical altercation	\$50 fine and probation for one year	Housing and Student Life Director	None	None	Not sought	
	1	Physical altercation	\$100 fine and probation for two years	Housing and Student Life Director	None	None	Not sought	
	1	Very confrontational, wanted to fight several people	Probation continues and not allowed to return to residence	Housing and Student Life Director	None	Disregarded requests to leave the building	Not sought	
Indecent Exposure	1	Found in lounge sleeping naked	\$100 fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Wandering hallways without clothes on	Evicted and banned from residence	Housing and Student Life Director	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School, the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

Part 2, Inappropriate Behaviour

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Sexual Harassment	0							
Theft	0							
Unprofessional Conduct	4	A group of students used a lecture theatre to play computer games on the large screen. During that period they consumed food and beer. The next day, the lecture theatre smelled from spilled beer.	The organizer of the evening was engaged in a discussion about the inappropriateness of the event by the Associate Dean	Associate Dean	None	None	Not Sought	
	1	During the Orientation Week, new students were engaged in a game involving partial nudity in a public space. Multiple complaints ensued.	The Organizer of the "Orientation-Week" had a discussion about such events in public and its effect on the public and the profession with the Associate Dean. The Orientation -Week manual will be amended to note issues of professional appearance and conduct.	Associate Dean	The student organizer simply had followed the Orientation - Week manual and thus included a game that had occurred for many years without complaint.	None	Not Sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved:

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**Part 2, Inappropriate Behaviour**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Unprofessional Conduct (continued)	1	Student had an anger episode while at their practicum placement.	Suspended one week; had to apologize.	Associate Dean	Personal Problems	Lack of sleep	Not sought	
	5	Disruptive behaviour in class	Verbal warning	Associate Dean	None	None	Not sought	
	1	Student posted inappropriate posters	Verbal warning	Dean of faculty of registration	None	None	Not sought	
Vandalism	1	Student damaged wall of hotel while away on a field trip	Student paid for damages	Dean of Faculty	Student admitted guilt	None	Not Sought	
	1	Student did significant damage to wall of School/Faculty	Student reminded of respect for University property and repaired damage	Dean of Faculty	Student admitted guilt	Claimed it was a school project	Not Sought	
	1	Damage and graffiti	\$100 fine, apology letter to caretakers and probation	Housing and Student Life Director	None	None	Not sought	
	1	Responsible for guests who caused damage to residence property	\$50 fine	Housing and Student Life Director	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools = University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved:

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE

September 1, 2005 to August 31, 2006

Part 2, Inappropriate Behaviour

- 115 -

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Vandalism (Continued)	1	Guest who caused damages to residence property	Guest paid \$530.36 for damages and Banned from residence	Housing and Student Life Director	None	None	Not sought	
	2	Guests of student who caused damage to Residence property	Banned from residence	Housing and Student Life Director	None	None	Not sought	
	3	Students accidentally broke windows	Each student paid \$360.58 for damages	Housing and Student Life Director	None	None	Not sought	
	1	Involved in two physical altercations and damages/vandalism of residence property	Eviction, \$100 fine and banned from residence. Apology letter to s separate staff members.	Housing and Student Life Director	None	None	Not sought	
	1	Damage to residence property while intoxicated	\$50 fine and \$401.24 for damages caused.	Housing and Student Life Director	None	None	Not sought	
	1	Damage to wall and vomit in sink and shower	\$50 fine for damages and probation	Housing and Student Life Director	None	None	Not sought	
	1	Broken window	Damages paid	Housing and Student Life Director	None	None	Not sought	

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**Part 2, Inappropriate Behaviour**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Vandalism (Continued)	1	Broken window	\$50 fine and \$160 damages to replace window	Housing and Student Life Director	None	None	Not sought	
	1	Damage to door	\$151.50 (½ of cost of repairing the door)	Housing and Student Life Director	None	None	Not sought	
	1	Damage to walls - resulted in repainting of room	\$135 to cover cost of damages	Housing and Student Life Director	None	None	Not sought	
	1	Broken window	\$50 fine plus damages	Housing and Student Life Director	None	None	Not sought	
	1	Damaged towel dispenser	\$100 fine	Housing and Student Life Director	None	None	Not sought	
	1	Broke door	\$303 fine to cover replacement of door	Housing and Student Life Director	None	None	Not sought	
	1	Broke window	Eviction and \$500 in damages	Housing and Student Life Director	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School, the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEE**September 1, 2005 to August 31, 2006****Part 2, Inappropriate Behaviour**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Vandalism (Continued) - 117 -	1	Damage to refrigerator, closet and television	\$400 damages, fine and probation	Housing and Student Life Director	None	None	Not sought	
	1	Damage to wall	\$160 fine to cover repairs to wall	Housing and Student Life Director	None	None	Not sought	
	1	Broken window	\$254.66 damages and probation	Housing and Student Life Director	None	None	Not sought	
	2	Bag on smoke detector, extra furniture in room, damage to furniture	Students fined \$50 each	Housing and Student Life Director	None	None	Not sought	
	1	Missing window screen	\$25 replacement fee	Housing and Student Life Director	None	None	Not sought	
	1	Hole in Wall of Residence building	Damages and fine	Housing and Student Life Director	None	None	Not sought	

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. 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.

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All Schools of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

ANNUAL REPORT OF THE UNIVERSITY DISCIPLINE COMMITTEESeptember 1, 2005 to August 31, 2006**Part 2, Inappropriate Behaviour**

Disciplinary Matter	# of Students Disciplined	Detail	Disciplinary Action	Disciplinary Authority	Mitigating Factors	Aggravating Factors	Next Level of Appeal	Disposition
Vandalism (Continued)	1	Broken window on door	Student paid \$256.80 to cover replacement of window.	Housing and Student Life Director	None	None	Not sought	
	1	Student punched hole in wall of room	\$50 fine	Housing and Student Life Director	None	None	Not sought	
	2	Smoke detector removed from ceiling	Warning	Housing and Student Life Director	None	None	Not sought	

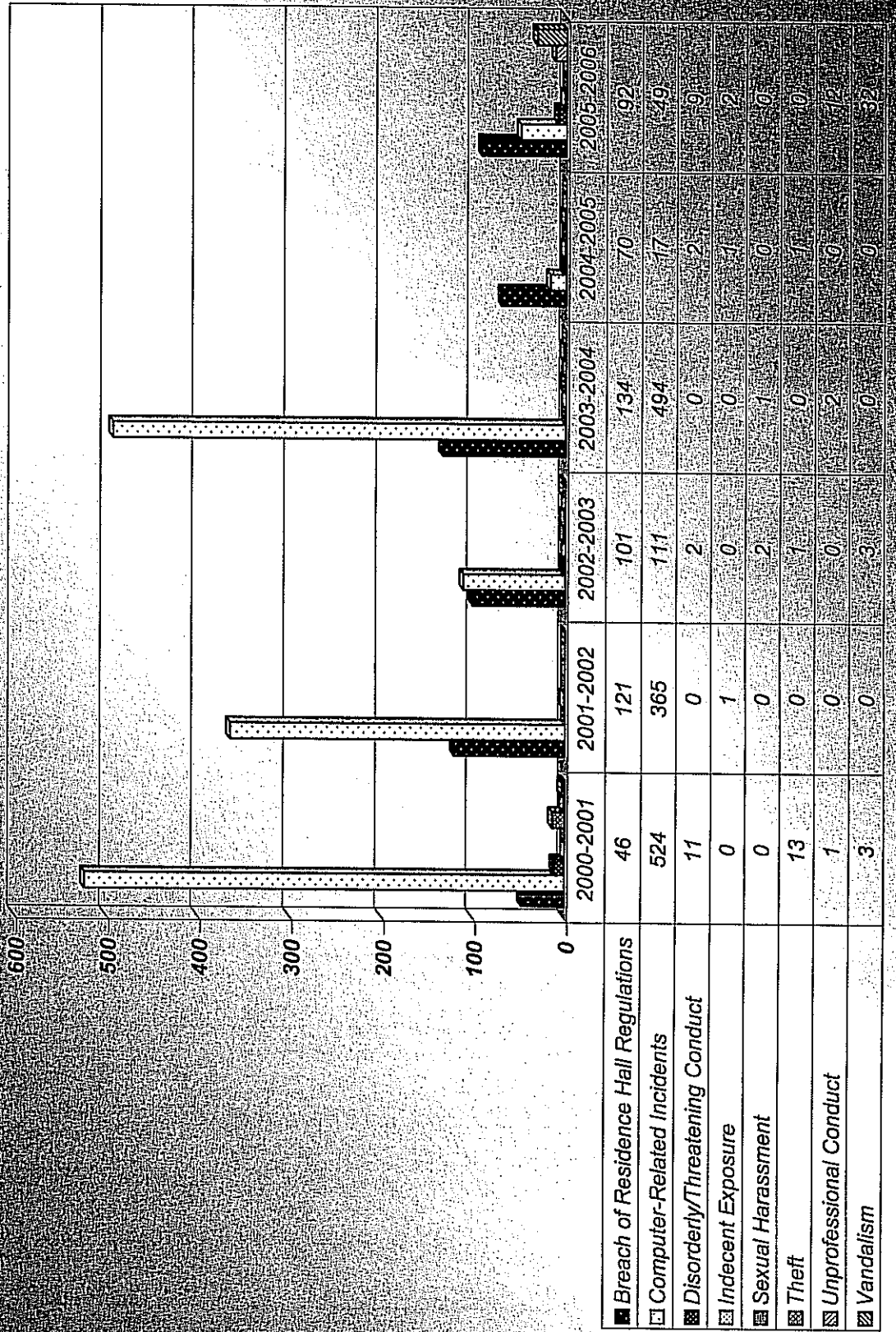
- 118 -

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. 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.*

Directors of academic units will be referred to as Deans in this report to facilitate confidentiality of parties involved.

All School of the University, Schools of a Faculty and U1 will be referred to as faculty in this report to facilitate confidentiality of parties involved.

Part 2: Inappropriate Behaviour





UNIVERSITY
OF MANITOBA

OFFICE OF THE
VICE-PRESIDENT (RESEARCH)

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

December 1, 2006

TO: Mr. Jeff Leclerc, University Secretary

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

SUBJECT: **Notification to Senate**

The Policy on *Research Centres, Institutes, and Groups*, section 3.4, Procedures for Establishing Research Groups, states that "the official recognition and designation of a research group is at the approval of the Vice-President (Research), normally on the recommendation of the department head (where applicable) and dean/director."

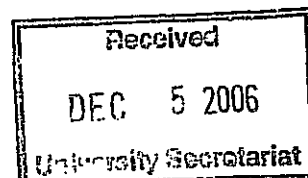
Accordingly, the Dean of Medicine has forwarded a recommendation for the establishment of the Gastroenterology Research Group to me as Vice-President (Research). I subsequently reviewed and approved the proposal.

As Chair of SCUR, I am now requesting that Senate be informed of the establishment of the Gastroenterology Research Group.

Please contact me should you require further information. A copy of the proposal for the research group is attached for your information.

JCK/wc
Encl.

c.c. Dr. Digvir Jayas, Associate Vice-President (Research)
Dr. Peter Cattini, Associate Vice-President (Research)
Dr. J. Dean Sandham, Dean, Faculty of Medicine
Dr. Patrick Choy, Associate Dean (Research), Faculty of Medicine
Dr. Charles Bernstein, Gastroenterology Research Group





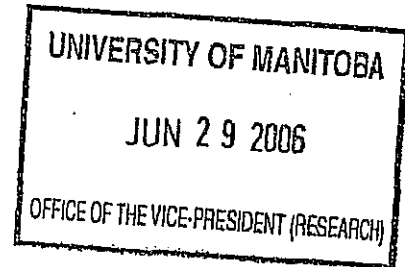
UNIVERSITY
OF MANITOBA

Faculty of Medicine

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

June 27, 2006

Dr. Joanne Keselman
Vice-President (Research)
University of Manitoba
207 Administration Building
Fort Garry Campus



Dear Joanne:

This letter is to support the request of Dr. Charles Bernstein (letter enclosed) for the formal recognition of the Gastroenterology Research Group by the University. I am enclosing the relevant material supplied to me by Dr. Bernstein, including mission of the Gastroenterology Research Group, the main interests of group members, the list of publications by group members in the last five years, and the CV of key members.

The research interest of the group is focussed on inflammatory bowel disease. The group meets monthly and ad hoc meetings are held as required. The group holds an annual symposium on the first Friday in June. Leading researchers are invited from around the world to participate.

There are nine members of the group, including Drs. Bernstein, Duerksen, Ilnyckyj, Targownik, Cantor, Singh, Longobardi, Krause and Blanchard. As outlined in the attached materials, members of the group have been highly productive in their research endeavours. There is active collaboration between group members, through joint authorships in publications, and joint grant applications.

In summary, it appears that the collaboration between members has significantly enhanced the general productivity of the group. Hence, I support the recognition of the Group by the University without reservation.

Sincerely yours,

J. Dean Sandham, MD, FRCPC, FACP
Dean

c.c. Dr. Patrick Choy, Associate Dean (Research)
Dr. Charles Bernstein, Gastroenterology Research Group

Name: Gastroenterology Research Group

Objectives and rationale

Mission statement: To advance the science of gastrointestinal diseases so as to improve the quality of care of patients with gastrointestinal diseases, to improve the outcomes of patients with gastrointestinal diseases and to find the etiology and potential cures of gastrointestinal diseases

The objective of the proposed group is to facilitate communication and collaboration between University of Manitoba faculty whose research interests focus on gastrointestinal diseases, or whose research interests overlap with gastrointestinal diseases.

The rationale for forming this group is to ensure that members of the group regularly come together to interchange ideas about research and get updates on the group members' research projects. The intention is foster greater research collaboration so that the overall enterprise is more productive. Furthermore, group members have disparate research interests and talents and by bringing them together within a group can foster symbiotic relationships where research productivity is further enhanced. Group members include faculty from the disciplines of gastroenterology, epidemiology, clinical health psychology, economics, animal sciences, bone disease.

The formation of this group will not detract from any existing research groups or academic programs. Members may participate in other formal research groups.

Main interests of the research group

- a) inflammatory bowel disease- major research focus
- b) colon cancer screening and outcomes
- c) celiac disease
- d) gastrointestinal bleeding outcomes and drugs used to prevent GI bleeding
- e) anorectal disorders
- f) nutritional aspects of gastrointestinal diseases
- g) bone disease in gastrointestinal diseases

Constitution of the research group

- 1) **Organizational structure:** The group will consist of a director, group members, graduate students, research assistants, associate members and administrative assistants
- 2) **Membership:**
 - *Director:** The Director will coordinate meetings of the group, facilitate communication among group members and participate as a regular member of the research group.
 - *Members:** The members will have expertise in gastrointestinal disease or allied sciences whose research interests will overlap with the primary gastrointestinal focus. Hence epidemiologists, the health economist, basic microbiologists and clinical health psychologists will conduct their

own independent research outside of the group but will also be conducting and collaborating on research projects that will enhance the mission of the research group.

**Graduate students and research assistants:* Any students or assistants working on research projects with group members can become members of the group.

**Associate members:* The group is open to having researchers at institutions outside of the University of Manitoba participate as associate members.

Conditions of membership: Individuals can be approached to join the group by invitation, or individuals can approach the Director requesting membership. The individual considered for group membership would have to be committed to advancing the mission of the group; that is either lead or collaborate on gastroenterology research.

- 3) *Meetings schedule:* The Group meets twice monthly (usually the second Wednesday at noon and the third Thursday at 1:30 PM) and ad hoc as required. It is recognized that all members will not be able to attend all meetings. We have an annual symposium the first or second Friday in June. June 8, 2007 will be our 12th symposium. Leading researchers are invited from around the world to participate.
- 4) *Reporting procedure:* The Group will generate an annual report of activities including research grants, publications, and patents. This report will be forwarded to the Vice President of Research. Membership and productivity of the group will be reviewed biennially to determine appropriateness of ongoing group participation.

Names of Group Members

Principle Investigators

Proposed Group Director:
Charles N. Bernstein, MD
Department of Internal Medicine
University of Manitoba

Donald R Duerksen, MD
Department of Internal Medicine
University of Manitoba

Alexandra Ilnyckyj, MD
Department of Internal Medicine
University of Manitoba

Laura Targownik, MD
Department of Internal Medicine
University of Manitoba

Names of Group Members (continued)

Michael Cantor, MD
Department of Internal Medicine
University of Manitoba

Harminder Singh, MD
Department of Internal Medicine
University of Manitoba

Denis Krause, PhD
Faculty of Animal Sciences and Department of Medical Microbiology
University of Manitoba

Teresa Longobardi, PhD
Department of Internal Medicine
University of Manitoba

James F. Blanchard, MD, PhD
Department of Community Health Sciences
University of Manitoba

Chris Green, PhD
Department of Community Health Sciences
University of Manitoba

John Walker, PhD
Department of Clinical Health Psychology
University of Manitoba

Lesley Graff, PhD
Department of Clinical Health Psychology
University of Manitoba

Lisa Lix, PhD
Department of Community Health Sciences & Manitoba Centre for Health Policy
University of Manitoba

William Leslie, MD
Department of Internal Medicine
University of Manitoba

Allied Staff of Research Group

Patricia Rawsthorne, RN
Research Manager,
University of Manitoba IBD Clinical and Research Centre

Michael Sargent
Laboratory Manager
University of Manitoba IBD Clinical and Research Centre

Kathy Vagianos, RD
Nutrition researcher
Department of Nutrition, Health Sciences Centre

Shirley Chubey, RN
Research Associate

Jo-Ann Chapman, RN
Research Associate

Linda Rogala, RN
Research Associate

Noreen Miller, RN
Research Associate

Ian Clara, PhD
Research Associate

Cory McPhail,
Research Assistant

Andre Wajda, MS
Systems analyst

Sandy Allford
Research Associate

Jacqueline Lavallée
Administrative Assistant

Rhona Porter
Administrative Assistant


October 5, 2006


Gastroenterology Research Group: Memorandum of understanding

In the establishment of a formal research group dedicated to the study of Gastrointestinal Diseases, the following understandings apply:

1. The researchers will continue to have research space in the offices and laboratories of their parent departments or faculties.
2. The researchers will continue to have administrative support of their parent departments and faculties.
3. The researchers will be expected to continue to fulfill their teaching and/or clinical and/or administrative commitments to their parent departments or faculties.
4. The financial arrangements related to grants, contracts, and honoraria held by the researchers within their individual departments will continue unaltered.
Researchers will not be expected to share research monies with the Group.
Researchers should not expect to receive research monies from the Group.
5. The administrative support to the Group will be provided by the Director with the current administration in place and financed by both Dr. Charles Bernstein (Director of the Group) and the Department of Internal Medicine (the parent Department to the Group's Director and main focus of research).
6. The Section of Gastroenterology, within the Department of Medicine will view the Research Group as its main focus for research collaboration and interaction.
7. The Research Group will report on its activities to the Department Head, Internal Medicine and to the Vice President Research, University of Manitoba.



Director of Research Group

Head, Section of Gastroenterology

Dean, Faculty of Medicine

Peer reviewed funding of Group members in past 5 years:

Bernstein

1. Crohn's and Colitis Foundation of Canada (2000-2003). Principal investigator. Mycobacterium paratuberculosis and other microbes in Crohn's disease. (Co-investigators: James F. Blanchard, M.D., Ph.D., David Relman, MD, Gopi Nayar, DVM) \$180,000
2. Health Sciences Centre Research Foundation (2000-2001). Principal investigator. Assessing the burden of illness of inflammatory bowel disease in Manitoba. (Co-investigator: James F. Blanchard, M.D., Ph.D.) \$25,000
3. Crohn's and Colitis Foundation of Canada Research Scientist Award-Canadian Institute of Health Research Industry Salary Support Program (2001-2005) "Pursuing the etiologies of the inflammatory bowel diseases." \$375,000
4. Canadian Institute of Health Research Investigator Award (2001-2006) "Pursuing the etiologies of the inflammatory bowel diseases." \$385,000
5. Health Sciences Centre Research Foundation (2001-2002). "Comparison of cortical activation from visceral versus somatic painful stimuli in irritable bowel syndrome." (Co-investigator: Michael McIntyre, Ph.D.) \$25,000
6. Canadian Association of Gastroenterology/ Abbott Laboratories Fellowship (2002-2003). Awarded to Michael Cantor, MD (C. Bernstein, supervisor). "Cytokine genotyping in inflammatory bowel disease." \$50,000
7. Canadian Institute of Health Research (2002-2007) "Understanding the biological, clinical, and psychosocial determinants of health outcomes in inflammatory bowel disease: A research program." (Co-investigators: James F. Blanchard, M.D., Ph.D., Phillip Jacobs, Ph.D., Lesley Graff, Ph.D., John Walker, Ph.D., Tom Hazzard, Ph.D., William J Leslie, MD, Donald Houston, MD) \$1,200,000
8. NSERC/CHRP (2002-2005) "An interdisciplinary non-invasive infrared test for colorectal cancer." (PI: Ian Smith, PhD, National Research Centre-Institute for Biomedical Diagnostics, co-investigator, Charles N. Bernstein). \$330,000
9. Health Sciences Centre Research Foundation Innovations and Opportunities Fund (2002-2003). "Nutritional intake of adults with inflammatory bowel disease." (Co-PI: Savita Bector, MSc, RD) \$25,000
10. Canadian Association of Gastroenterology-Canadian Digestive Health Foundation/Astra Zeneca fellowship. Awarded to Teresa Longobardi. (C. Bernstein,

supervisor). 2003-2005. "Economics of IBD- Utilization and cost of medical care due to inflammatory bowel disease in Manitoba." \$90,000

11. Crohn's and Colitis Foundation of Canada (2003-2004). "The Burden of IBD in Canada." (Co-investigators: James F. Blanchard, MD, Ph.D., Teresa Longobardi, Ph.D., Phillip Jacobs, Ph.D., David Israels, MD, and Richard Fedorak, MD) \$200,000

12. Organ Imaging Fund, Department of Radiology, Health Sciences Centre, Winnipeg, Manitoba (2003-2004). "A prospective comparison study of MRI versus small bowel follow through in recurrent Crohn's disease." \$9000.

13. Crohn's and Colitis Foundation of Canada (2004-2007). "Mucosal associated microflora and the development of Crohn's disease". (co-PI: Denis Krause, PhD, University of Manitoba) \$305,000.

14. Canadian Institutes of Health Research (2004-2005). "Evaluation of advanced spectroscopic methods for the diagnosis of colorectal cancer". (co-PI: Ian C Smith, PhD, NRC). \$93000.

15. Crohn's and Colitis Foundation of Canada (2005-2007). "A population-based characterization of potential microbial etiologies of IBD using geographically defined high and low rate prevalence/incidence areas in Manitoba". (co-investigators: Chris Green, PhD, Manitoba Health and Susan Springthorpe, PhD, and Syed Sattar, PhD University of Ottawa, and James F. Blanchard, MD, Ph.D., University of Manitoba) \$200,000.

Duerksen

1. Canadian Celiac Association. (2000). "An evaluation of bone density and calcium intake in Manitobans with Celiac disease." \$3,000

2. St. Boniface General Hospital Research Foundation. (2001). "Averting multiple organ failure in critically-ill patients with sepsis – Impact and changes associated with glutamine supplementation – A pilot study." \$30,000

3. Manitoba Medical Services Foundation. (2002-2003). "Longitudinal variations in intestinal permeability in patients with quiescent celiac disease: Correlation with a gluten free diet." \$20,000

4. Manitoba Medical Services Foundation. (2003-2004). "Monitoring gastrointestinal permeability in patients with celiac disease – Determination of the critical difference in serial test results required for detecting change." \$9,000.

Ilnyckyj

1. Health Sciences Centre Research Foundation - New Investigator Award (1999). "Education versus Biofeedback in Treating Fecal Incontinence in Adult Women." \$20,000.
2. St. Boniface General Hospital Research Foundation (2001). "Physician Awareness Regarding Fecal Incontinence." \$3500

Targownik

1. Manitoba Medical Services Foundation (2005). \$20,000.
2. University of Manitoba Research Development Grant (2005). \$4990
3. The Rudy Falk Clinician Scientist Award (2005-2008)

Cantor

Canadian Association of Gastroenterology/ Abbott Laboratories Fellowship (2002-2003). Awarded to Michael Cantor, MD (C. Bernstein, supervisor). "Cytokine genotyping in inflammatory bowel disease." \$50,000.

Longobardi

Canadian Association of Gastroenterology-Canadian Digestive Health Foundation/Astra Zeneca fellowship. Awarded to Teresa Longobardi. (C. Bernstein, supervisor). 2003-2005. "Economics of IBD- Utilization and cost of medical care due to inflammatory bowel disease in Manitoba." \$90,000.

Krause

1. Australian Centre for International Agricultural Research. "Microbial detoxification of *Acacia angustissima*." (1999 -2002.) (Co-PI: McSweeney, C. S). \$324, 637.
2. CRC for Beef Quality. (2000-2002). "Reduction of food borne pathogens on farm". (Co-PI: McSweeney, CS). \$147,354.
3. Broad Foundation, USA. (2001-2003). "Microbial basis of inflammatory bowel disease." (Co-PI: Florin, T). \$220,000.
4. Meat and Livestock Australia. (2001-2003). "On-farm food safety." (Co-PI: McSweeney, CS). \$160,000.

5. CSIRO Appropriation Fund. (2002-2003). "Metagenomic libraries of the gut ecosystem." \$198,674.
6. Agriculture & Agri-food Canada, Environmental Assessment Program. (2004-2007). "Sustainable beef cattle production; pathogens and methane." (Co-PI: Ominski, KA). \$500,298.
7. Manitoba Pork Council. (2004-2006). "Alternatives to antibiotics in swine diets." \$42,000.
8. Crohn's and Colitis Foundation of Canada. (2004-2007). "Mucosal associated microflora and IBD." (Co-PI: CN Bernstein,) \$318,000.
9. Agri-Food Research and Development Initiative, Manitoba Agriculture, Food and Rural Initiatives. (2005-2007). "Improving Nutrient Utilization of Dairy Cows by Optimization of Feeding Time and Feeding Patterns." (Co-PIs: Plaizier, J., Kennedy, A). \$249,000.
10. Agriculture and Agri-food Canada. "Best management practices to improve sustainability and productivity of forage-based beef cattle production systems." (2005-2008). (Co-PIs: Ominski, K., Wittenberg, K. M., and Holley, R). \$500,000.
11. Agri-Food Research and Development Initiative, Manitoba Agriculture, Food and Rural Initiatives. (2005-2008). "Environmental impacts of spreading hog manure on pasture: pathogens and antibiotic resistance in water." (Co-PIs: Wittenberg, K. M., Ominski, K., Holley, R). \$176,420.
12. Canadian Foundation for Innovation. (2005-2008) "Large animal biosecurity laboratory". \$250,000.
13. Agri-Food Research and Development Initiative, Manitoba Agriculture, Food and Rural Initiatives. (2005-2008). "Potato starch and probiotics as alternative to antibiotics in swine diets." (Co-PIs: Nyachoti, M. and House, J.) \$381,000.
14. NSERC Discovery. (2005-2010). "Comparative genomics of *Ruminococcus albus*." \$155,000.

Blanchard

1. H.E. Sellers Foundation, 2000-2002. "Epidemiologic projections of diabetes and its complications: a population-based study". (\$90,000).
2. Medical Research Council of Canada (Opportunity Program), (2000). "Establishment of a Western Canadian diabetes health outcomes research group." (\$50,000).

3. World AIDS Foundation. (2000-2001). "An epidemiologic and ethnographic assessment of female sex work in rural India". \$85,000 U.S.
4. Canadian International Development Agency, (2000-2004). "AIDS Prevention and Control: India". \$12.7 million.
5. Canadian Institutes of Health Research, Interdisciplinary Health Research Team, (2001-2005). "Diabetes in the Aboriginal population: Defining, Understanding, and Controlling an Emerging Epidemic", \$506,000.
6. Canadian Institute of Health Research (2002-2007) "Understanding the biological, clinical, and psychosocial determinants of health outcomes in inflammatory bowel disease: A research program." (Co-investigators: Charles N. Bernstein, MD, Phillip Jacobs, Ph.D., Lesley Graff, Ph.D., John Walker, Ph.D., Tom Hazzard, Ph.D., William J Leslie, MD, Donald Houston, MD) \$1,200,000.
7. Canadian Institutes of Health Research, (2002-2003). "The determinants and societal impact of the HIV epidemic in India: research program development". \$99,480.
8. Crohn's and Colitis Foundation of Canada (2003-2004). "The Burden of IBD in Canada." (Co-investigators: James F. Blanchard, MD, Ph.D., Teresa Longobardi, Ph.D., Phillip Jacobs, Ph.D., David Israels, MD, and Richard Fedorak, MD) \$200,000.
9. Bill and Melinda Gates Foundation, (2003-2008). "Scaling up HIV prevention in Karnataka, India". \$17,000,000 US.

Publications of group members in past 5 years:

Bernstein

1. Bernstein CN, Papineau N, Rawsthorne P, Zajakowski J, Ogrusko G, Blanchard JF. The direct hospital costs for patients with inflammatory bowel disease in a Canadian tertiary care university hospital. *American Journal of Gastroenterology* 2000; 95: 677-683.
2. Chang L, Munakata J, Mayer EA, Schmulson MJ, Johnson TD, Bernstein CN, Saba L, Naliboff B, Anton PA, Matin K. Perceptual responses in patients with inflammatory and functional bowel disease. *Gut* 2000; 47: 497-505.
3. Pimental M, Roberts D, Bernstein CN, Hoppensack M and Duerksen DR. Clinically significant gastrointestinal bleeding in critically ill patients in an era of stress prophylaxis. *American Journal of Gastroenterology* 2000; 95: 2801-2806.

4. Bernstein CN, Blanchard JF, Leslie WD, Wajda A, Yu N. The incidence of fractures among patients with IBD: A population-based study. *Annals of Internal Medicine* 2000; 133: 795-799.
5. Bezabeh T, Somorjai RL, Smith ICP, Nikulin AE, Dolenko B, Bernstein CN. The use of ¹H magnetic resonance spectroscopy in inflammatory bowel diseases: Distinguishing ulcerative colitis from Crohn's disease. *American Journal of Gastroenterology* 2001; 96: 442-448.
6. Bernstein CN, Blanchard JF, Houston D, Wajda A. The incidence of venous thromboembolic disease among patients with IBD: A population-based study. *Thrombosis and Haemostasis* 2001; 85: 430-434.
7. Bernstein CN, Kliwer E, Wajda A, Blanchard JF. The incidence of cancer among patients with IBD: A population-based study. *Cancer* 2001; 91: 854-862.
8. Bernstein CN, Blanchard JF, Rawsthorne P, Yu N. The prevalence of extraintestinal diseases in inflammatory bowel disease: A population-based study. *American Journal of Gastroenterology* 2001; 96: 1116-1122.
9. Bernstein CN, Kraut A, Blanchard JF, Rawsthorne P, Yu N, Walld R. The relationship between inflammatory bowel disease and socioeconomic variables. *American Journal of Gastroenterology* 2001; 96: 2117-2125.
10. Sandborn WJ, Feagan BG, Hanauer SB, Present DH, Sutherland LR, Kamm MA, Wolf DC, Baker JP, Hawkey C, Archambeault A, Bernstein CN, Novak C, Heath PK, Targan SR for the CDP-571 Crohn's Disease Study Group. An engineered human antibody to TNF (CDP571) for active Crohn's disease: A randomized double-blind placebo-controlled trial. *Gastroenterology* 2001; 120: 1330-1338.
11. Bernstein CN, Orr K, Blanchard JF, Sargent M, Workman D. The development of an assay for antibodies to *Saccharomyces cerevisiae*: Easy, cheap and specific for Crohn's disease. *Canadian Journal of Gastroenterology* 2001; 15: 499-504.
12. Blanchard JF, Bernstein CN, Wajda A, Rawsthorne P. Small area variations socio-demographic correlates for the incidence of Crohn's disease and ulcerative colitis. *American Journal of Epidemiology* 2001; 154: 328-35.
13. Fallows G, Rubinger M, Bernstein CN. Does gastroenterology consultation change management of patients receiving hematopoietic stem cell transplantation? *Bone Marrow Transplantation* 2001; 28: 289-294.
14. Metge CJ, Blanchard JF, Peterson S, Bernstein CN. Use of pharmaceuticals by IBD patients: A Population-based study. *American Journal of Gastroenterology* 2001; 96: 3348-3355.

15. Hayden CW, Bernstein CN, Hall RA, Vakil N, Garewal HS, Fass R. The usage of supplemental alternative medicine by community-based patients with gastroesophageal reflux disease (GERD). *Digestive Diseases and Sciences* 2001; 47: 1-8.
16. Bernstein CN, Frankenstein UN, Rawsthorne P, Pitz M, Summers R, McIntyre MC. Cortical mapping of visceral pain in patients with gastrointestinal disorders using functional magnetic resonance imaging. *American Journal of Gastroenterology* 2002; 97: 2; 319-27.
17. Faybush E, Blanchard JF, Rawsthorne P, Bernstein CN. Generational differences in the age at diagnosis with IBD: Genetic anticipation, bias or temporal effects. *American Journal of Gastroenterology* 2002; 97: 636-40.
18. Sinha SK, Martin B, Sargent M, McConnell JP, Bernstein CN. Age at acquisition of *Helicobacter pylori* in a paediatric Canadian First Nations population. *Helicobacter* 2002; 7: 76-85.
19. Bernstein CN, Sargent M, Rector E. Alteration in expression of beta-2 integrins on lamina propria lymphocytes in ulcerative colitis and Crohn's disease. *Clinical Immunology* 2002; 104: 67-72.
20. Ilnyckyj A, Bernstein CN. Sexual abuse in irritable bowel syndrome: To ask or not to ask, that is the question. *Canadian Journal of Gastroenterology* 2002; 16: 801-806.
21. Tkachuk, G., Graff, L, Martin, G. Bernstein CN. Controlled trial of cognitive behavioral group treatment for irritable bowel syndrome in a medical setting. *Journal of Clinical Psychology in Medical Settings* 2003; 10: 57-69.
22. Longobardi T, Jacobs P, Wu L, Bernstein CN. Work losses related to inflammatory bowel disease in Canada: Results from a National Population Health Survey. *American Journal of Gastroenterology* 2003; 98: 844-9.
23. Bernstein CN, Leslie WD, Taback S. Bone density in a population based cohort of premenopausal adult women with early-onset inflammatory bowel disease. *American Journal of Gastroenterology* 2003; 98:1094-100.
24. Longobardi T, Jacobs P, Bernstein CN. Work losses related to inflammatory bowel disease in the United States: Results from the National Health Interview Survey. *American Journal of Gastroenterology* 2003; 98:1064-1072.
25. Ilnyckyj A, Graff L, Blanchard JF, Bernstein CN. Therapeutic value of a gastroenterology consultation in irritable bowel syndrome. *Alimentary Pharmacology and Therapeutics* 2003;17: 871-80.

26. Bernstein CN, Metge C, Blanchard JF, Yogendran M. The association between corticosteroid use and development of fractures among IBD patients in a population-based database. *American Journal of Gastroenterology* 2003; 98: 1797-1801.
27. Targownik, LE, Gralnek IM, Dulai GS, Spiegel BMR, Oei T, Bernstein CN. Management of acute non-variceal upper gastrointestinal hemorrhage: Comparison of a U.S. and a Canadian medical center. *Canadian Journal of Gastroenterology* 2003; 17: 489-95.
28. Bernstein CN, Bector S, Leslie WD. Lack of relationship of calcium and vitamin D intake to bone mineral density in premenopausal women with inflammatory bowel disease. *American Journal of Gastroenterology* 2003; 98: 2468-2473.
29. Minuk GY, Zhang M, Wong SGM, Uhanova J, Bernstein CN, Martin B, Dawood MR, Vardy L, Giulvi A. Viral hepatitis in an isolated Canadian First Nations community. *Canadian Journal of Gastroenterology* 2003; 17: 593-596.
30. Bernstein CN, Nayar G, Hamel A, Blanchard JF. A pursuit of animal borne infections in the mucosa of subjects with inflammatory bowel disease and population-based controls. *Journal of Clinical Microbiology* 2003; 41: 4986-90.
31. Bernstein CN, Metge C, Blanchard JF, Yogendran M. Does the use of 5-aminosalicylates in inflammatory bowel disease prevent the development of colorectal cancer? *American Journal of Gastroenterology* 2003; 98: 2784-2788.
32. Zhang M, Uhanova J, Corbin I, Bernstein C, Minuk GY. Effects of daily, light and moderate-heavy ethanol exposure on extent of hepatic injury and recovery following toxin-induced acute hepatitis in rats. *Dig Dis Sci* 2003; 48: 926-31.
33. Sinha SK, Martin B, Gold BD, Song Q, Sargent M, Bernstein CN. The incidence of *Helicobacter pylori* acquisition in children of a Canadian First Nations community: And the potential for parent-to-child-transmission. *Helicobacter* 2004; 9: 59-68.
34. Longobardi T, Jacobs P, Bernstein CN. Utilization of health care resources by individuals with inflammatory bowel disease in the US: A profile of time since diagnosis. *American Journal of Gastroenterology* 2004; 99(4): 650-5.
35. Bernstein CN, Blanchard JF, Rawsthorne P, Collins MT. A population-based case control study of seroprevalence of *Mycobacterium paratuberculosis* in patients with

Crohn's disease and ulcerative colitis. *Journal of Clinical Microbiology* 2004; 42:1129-1135.

36.Sands BE, Anderson FH, Bernstein CN, Chey W, Feagan BG, Fedorak RN, Kamm M, Korzenik JR, Lashner BA, Onken J, Rachmilewitz D, Rutgeerts P, Wild G, Wolf DC, Marsters PA, Travers SB, Blank MA, van Deventer SJ. Infliximab Maintenance Therapy for Fistulizing Crohn's Disease (ACCENT II). *New England Journal of Medicine* 2004;350: 876-85.

37.Burgmann T, Rawsthorne P, Bernstein CN. Predictors of alternative and complementary medicine use in inflammatory bowel disease: How does its use relate to use of conventional practitioners? *American Journal of Gastroenterology* 2004; 99: 889-93.

38.Streutker C, Bernstein CN, Chan VL, Riddell RH, Croitoru K. PCR analysis for species-specific Ribosomal DNA detects *Helicobacter* species DNA in intestinal tissues from patients with inflammatory bowel disease. *Journal of Clinical Microbiology* 2004; 42: 660-664.

39.Mayne M, Moffatt T, Kong H, McLaren PJ, Fowke KR, Becker K, Namaka M, Schenck A, Mandel JL, Bernstein CN, Melanson M. CYFIP2 regulates CD4+ T cell adhesion. *European Journal of Immunology* 2004; 34: 1217-27.

40.Nabalamba A, Bernstein CN, Seko C. Inflammatory bowel disease-trends in hospitalization. *Health Reports* 2004; 15: 25-40.

41.Goldenberg BA, Rawsthorne P, Bernstein CN. The utility of 6-thioguanine metabolite levels in managing patients with inflammatory bowel disease. *American Journal of Gastroenterology* 2004; 99: 1744-8.

42.Robert ME, Skacel M, Ullman T, Bernstein CN, Easley K, Goldblum JR. Patterns of colonic involvement at initial presentation in ulcerative colitis: A retrospective study of 46 newly diagnosed patients. *American Journal of Clinical Pathology* 2004; 122: 94-9.

43.Cantor M, Nickerson P, Bernstein CN. The role of cytokine gene polymorphisms in determining disease susceptibility and phenotype in inflammatory bowel disease. *American Journal of Gastroenterology* 2005;100:1134-42..

44.Pitz M, Cheang M, Bernstein CN. Defining the predictors of the placebo response in irritable bowel syndrome. *Clinical Gastroenterology and Hepatology* 2005; 3: 237-47.

45. Feagan BG, Sandborn WJ, Baker JP, Cominelli F, Sutherland LR, Elson CO, Salzberg BA, Archambault A, Bernstein CN, Lichtenstein GR, Heath PK, Cameron S, Hanauer SB. A randomized, double-blind, placebo-controlled trial of CDP571, a humanized monoclonal antibody to tumor necrosis factor- α , in patients with

corticosteroid-dependent Crohn's disease. *Alimentary Pharmacology and Therapeutics* 2005; 21: 373-84.

46. Bernstein CN, Sargent M, Leslie WD. Serum osteoprotegerin is increased in Crohn's disease: A population based case control study. *Inflammatory Bowel Diseases* 2005; 11: 325-330.

47. Eckburg P, Bik EM, Bernstein CN, Purdom E, Dethlefsen L, Sargent M, Gill SR, Nelson K, Relman DA. Diversity of the human intestinal microbial flora. *Science* 2005; 308:1635-1638.

48. Bernstein CN, Wajda A, Blanchard JF. The clustering of other chronic inflammatory diseases in IBD: A population-based study. *Gastroenterology* 2005 (in press).

49. Bernstein CN, Greenberg H, Boulton I, Chubey S, Leblanc C, Ryner L. A prospective comparison study of MRI versus small bowel follow through in recurrent Crohn's disease. *American Journal of Gastroenterology* 2005 (in press).

Case reports:

50. Khan A, Illiffe G, Houston DS, Bernstein CN. Osteonecrosis in Crohn's disease unrelated to corticosteroid use. *Canadian Journal of Gastroenterology* 2001; 15: 765-68.

51. Kaila B, D Grant, Pettigrew N, Greenberg H, Bernstein CN. Crohn's disease recurrence in a small bowel transplant. *American Journal of Gastroenterology* 2004; 99:158-162.

Editorials, Reviews, Opinion Papers

52. Bernstein CN, Blanchard JF. Viruses and inflammatory bowel disease: Is there evidence for a causal association? *Inflammatory Bowel Diseases* 2000; 6: 34-39.

53. Bernstein CN. Is Infliximab the drug we've been waiting for in Crohn's disease? *Inflammatory Bowel Disease* 2000; 6:140-141.

54. Bernstein CN, Riddell RH. Colonoscopy plus biopsy in the inflammatory bowel diseases. *Gastrointestinal Endoscopy Clinics of North America* 2000; 10: 755-774.

55. Bernstein CN. Neoplastic and other complications of inflammatory bowel disease. *Current Gastroenterology Reports* 2000 Dec;2(6):451-459.

56. Bernstein CN. All patients with inflammatory bowel disease should have bone density assessment: Commentary. *Inflammatory Bowel Diseases* 2001; 7: 158-162.

57. Bernstein CN. Novel therapeutics in inflammatory bowel disease *Expert Opinion on Therapeutic Patents* 2001; 11: 1081-1096.

58. Bernstein CN. Who gets irritable bowel syndrome and does seeing a gastroenterologist affect its course? *Canadian Journal of Gastroenterology* 2001; 15 (suppl B): 5B-7B.
59. Bernstein CN. Infliximab as first line therapy for Crohn's disease: Commentary. *Inflammatory Bowel Diseases* 2002; 8: 63-65.
60. Bernstein CN. Osteoporosis and other complications of inflammatory bowel disease. *Current Opinion in Gastroenterology* 2002; 18: 428-34.
61. Bernstein CN. Dysplasia surveillance in IBD. *Inflammatory Bowel Disease Monitor* 2002; 4(1): 18-23.
62. Bernstein CN, Eaden J, Steinhart AH, Munkholm P, Gordon P. Cancer Prevention in IBD and the Chemoprophylactic Potential of 5-aminosalicylic Acid. *Inflammatory Bowel Diseases* 2002; 8: 356-361.
63. Bernstein CN. Treatment of the extraintestinal manifestations of inflammatory bowel disease. *Current Gastroenterology Reports* 2002; 4: 513-516.
64. Bernstein CN, Katz S, Abreu MT, Canalis E, Kane SV, Lichtenstein GR, Loftus EV Jr, Tremaine WJ. Osteoporosis and inflammatory bowel disease: A guide to diagnosis and management for the gastroenterologist. (A monograph written on behalf of and supported by the American College of Gastroenterology) 2002.
65. Bernstein CN. Do all patients with celiac disease and inflammatory bowel disease need dual energy x-ray absorptiometry? *Inflammatory Bowel Diseases* 2003; 9: 70-71.
66. Bernstein CN, Leslie WD. The pathophysiology of bone disease in gastrointestinal disease. *European Journal of Gastroenterology and Hepatology* 2003; 15(8):857-64.
67. Bernstein CN, Leslie WD, Leboff M. AGA Technical Review: Osteoporosis in gastrointestinal diseases. *Gastroenterology* 2003; 124: 795-841.
68. Bernstein CN. The placebo effect for gastroenterology: Tool or torment. *Journal of Psychosomatic Research* (suppl) 2003: (in press).
69. Bernstein CN. The color of dysplasia in UC. *Gastroenterology* 2003; 124: 1135-1138.
70. Leslie WD, Bernstein CN, Leboff M. AGA Technical Review: Osteoporosis in liver diseases. *Gastroenterology* 2003; 125: 941-966.
71. Frankenstein U, Wennerberg A, Richter W, Bernstein C, Morden D, Remy F, McIntyre M. Activation and deactivation in blood oxygenation level dependent

functional magnetic resonance imaging. *Concepts in Magnetic Resonance* 2003; Part A Vol 16A: 63-70.

72. Bernstein CN. Complementary and alternative medicine use by patients with inflammatory bowel disease: Are Canadian physicians failing with conventional therapy, or not? *Canadian Journal of Gastroenterology* 2004;18:47-8.

73. Bernstein CN, Leslie WD. Osteoporosis and inflammatory bowel disease. *Alimentary Pharmacology & Therapeutics* 2004; 19: 941-950.

74. Shanahan F, Bernstein CN. Antibiotics as a first-line therapy for Crohn's disease. Is there any consensus? *Inflammatory Bowel Diseases* 2004; 10: 324-26.

75. Bernstein CN. A balancing view: Dysplasia surveillance in ulcerative colitis- Sorting the pro from the con. *American Journal of Gastroenterology* 2004 ; 99: 1636-7 .

76. Bernstein CN. Low grade dysplasia in ulcerative colitis. *Gastroenterology* 2004; 127: 950-6.

77. Bernstein CN. Another look at fracture risk in IBD. *Inflammatory Bowel Disease* 2004; 10: 881-2.

78. Panaccione R, Fedorak RN, Aumais G, Bernstein CN, Bitton A, Croitoru K, Enns R, Feagan B, Fishman M, Greenberg G, Griffiths A, Marshall JK, Rasul I, Sadowski D, Seidman E, Steinhardt H, Sutherland L, Walli E, Wild G, Williams CN, Zachos M; Canadian Association of Gastroenterology. Canadian Association of Gastroenterology Clinical Practice Guidelines: the use of infliximab in Crohn's disease. *Can J Gastroenterol* 2004;18: 503-8.

79. Bernstein CN. Limiting fracture risk in Crohn's disease: Is there anything better than calcium and vitamin D? *Clinical Gastroenterology and Hepatology*; 2005;3:110-2.

80. Bernstein CN, Leslie WD. Osteoporosis in inflammatory bowel disease: Advances and retreats. *Nature Clinical Practice Gastroenterology and Hepatology* 2005; 2, 232-239.

Book Chapters

81. Bernstein CN. Cancer prevention strategies in IBD. In: Advanced Therapy of Inflammatory Bowel Disease. Eds. TM Bayless, SB Hanauer. BC Decker Inc., Hamilton, ON, 2000; 257-262.

82. Bernstein CN, Blanchard JF. Epidemiology of Inflammatory Bowel Disease. In: Clinical Gastroenterology: Inflammatory Bowel Disease: Diagnosis and Therapeutics. Ed. R D. Cohen, Humana Press Inc., Totowa, NJ, 2003; 17-32.

83. Bernstein CN, Riddell RH. An endoscopic and histologic perspective of diagnosis: when, where, and what to do. In: Inflammatory Bowel Disease: From Bench to Bedside 2nd Edition, Eds. S Targan, F Shanahan, L Karp. Kluwer Academic Publishers, Dordrecht, 2002; 357-370.

84. Bernstein CN. New Emerging Techniques: An Evidence-based Perspective. In: Inflammatory Bowel Disease, Eds J Satsangi, L Sutherland, Harcourt Health Sciences, London, 2003; 277-296.

85. Cantor M, Bernstein CN. Ulcerative colitis. In: Kirsner's Inflammatory Bowel Disease 6th Edition, Eds B Sartor, W Sandborn. WB Saunders, London, 2004; 280-88.

86. Duerksen D, Bernstein CN. Nutritional Therapy for Crohn's disease: Is it for adults? In: 50 Clinical Cases in IBD, Eds D Rampton, P Irving and F Shanahan. Blackwell Publishing, 2005 in press.

87. Raza M, Bernstein CN. Medical Management of Enteral Fistulae in Crohn's Disease. In: Inflammatory Bowel Disease: The Complete Guide to Medical Management, ed G Lichtenstein. Slack Inc Publishing, Philadelphia, 2006, in press.

Books Edited

88. The Inflammatory Bowel Disease Yearbook 2003. State of the Art. Editor: **Charles N. Bernstein**, Remedica Publishing, London, 2003.

89. The Inflammatory Bowel Disease Yearbook 2004. State of the Art. Editor: **Charles N. Bernstein**, Remedica Publishing, London, 2004.

90. The Inflammatory Bowel Disease Yearbook 2005. State of the Art. Editor: **Charles N. Bernstein**, Remedica Publishing, London, in press.

Duerksen

1. Duerksen DR, Bector S, Yaffe C, and Parry D. Does jejunal feeding with an immune enhancing formula increase pancreatic exocrine output as compared with TPN? Nutrition 2000;16:47-49.

2. Duerksen DR and Papineau N. The role of vitamin K supplementation in hospitalized patients receiving TPN. Nutrition in Clinical Practice 2000;15:81-83.

3. Fallows GA, Macdonald K, Taylor H, and Duerksen DR. Intestinal intussusception caused by a jejunal Dieulafoy lesion. Gastrointestinal Endoscopy 2000;52:107-109.

4. **Duerksen DR**, Yeo TA, Siemens JL, and O'Connor MP. The validity and reproducibility of clinical assessment of nutritional status in the elderly. *Nutrition* 2000;16:740-744.
5. **Duerksen DR**, Tsang M, and Parry DM. Chronic hyperlipasemia caused by sarcoidosis. *Digestive Diseases and Sciences* 2000;45:1545-1548.
6. **Pimental M**, Roberts D, Bernstein CN, Hoppensack M and **Duerksen DR**. Clinically significant gastrointestinal bleeding in critically ill patients in an era of stress prophylaxis. *American Journal of Gastroenterology* 2000;95:2801-2806.
7. **DR Duerksen** and **DM Parry**. The effect of gum chewing on interpretation of intestinal permeability testing. *American Journal of Gastroenterology* 2001;96:2515-2516.
8. **DR Duerksen**. Removal of traction-removable gastrostomy tubes with local anesthetic. *Gastrointestinal Endoscopy* 2001;54:420.
9. **DR Duerksen**. Acute pancreatitis caused by a prolapsing gastrostomy tube. *Gastrointestinal Endoscopy* 2001;54:792-793.
10. **DR Duerksen**. Teaching medical students the subjective global assessment. *Nutrition*. 2002;18:313-315.
11. **C Lee**, **S Ludwig**, and **DR Duerksen**. Chronic abdominal pain, hypocortisolemia and narcotics: A case report. *Endocrinologist*. 2002;12:5-8.
12. **DR Duerksen**, **S Bector**, **D Parry**, **C Yaffe**, **A Vajcner**, and **J Lipschitz**. A comparison of the effect of elemental and immune enhancing polymeric jejunal feeding on exocrine pancreatic function. *Journal of Parenteral and Enteral Nutrition* 2002;26:205-208.
13. **A Ilnyckyj**, **B Balachandra**, **L Elliot**, **S. Choudhri** and **DR Duerksen**. Association of travel related diarrhea with irritable bowel syndrome: Is post-infectious IBS a true entity? *American Journal of Gastroenterology* 2003;98:596-599.
14. **Duerksen DR**. Stress related mucosal disease. In *Best Pract and Res Clin Gastro*. Ed. **Shomerich** 2003;17:327-44.
15. **G Mathew** and **DR Duerksen**. Major lower gastrointestinal hemorrhage caused by rectal suppository trauma: Successful treatment with an endoscopically placed hemoclip. *Gastrointestinal Endoscopy* 2003; 58:162-163.
16. **H Singh** and **DR Duerksen**. Vitamin K and Nutrition Support. *Nutrition in Clinical Practice*. 2003;18:359-365.

17. **DR Duerksen** and N Papineau. The prevalence of coagulation abnormalities in hospitalized patients receiving lipid based parenteral nutrition. *Journal of Parenteral and Enteral Nutrition*. 2004;28:30-33.

18. **DR Duerksen**, E Ting, K McCurdy, P Thomson, J Linscer, S Larsen-Celhar, E Brennenstuhl. Is there a role for TPN in terminally ill patients with bowel obstruction? *Nutrition*. 2004; 20:760-3

19. **DR Duerksen**, C Wilhelm-Boyles, and D Parry. Intestinal permeability in the long term follow-up of celiac patients on a gluten free diet. *Digestive Diseases and Sciences* in press 2005

20. J Crosby and **DR Duerksen**. A retrospective survey of tube related complications in patients receiving long-term home enteral nutrition. *Digestive Diseases and Sciences* in press 2005

21. **DR Duerksen** and K McCurdy. Refeeding associated essential fatty acid deficiency in a patient with an eating disorder. *Digestive Diseases and Sciences* in press 2005

Book Chapters/Invited Reviews

22. **Duerksen DR** and Forse RA. The severely obese patient. In Shikora SA and Blackburn GL, eds. *Nutritional Support: Theory and Therapeutics*. 1997:449-463.

23. **Duerksen DR**. The nutritional management of Crohn's disease. *Medscape*. April 2000.

23. **Duerksen DR** and Siemens JL. Nutritional management of acute pancreatitis. *Clinical Nutrition Rounds* December 2001

24. **Duerksen DR**. Nutrition support in Crohn's disease *Clinical Nutrition Rounds* September 2002

25. Singh H, Case S and **Duerksen DR**. An update on celiac disease and the gluten free diet. *Clinical Nutrition Rounds* October 2003

26. **Duerksen DR**. The Nutritional Management of Inflammatory Bowel Disease In *The Inflammatory Bowel Disease Yearbook 2004*. ed Bernstein CN Remedica London 2004.

27. **Duerksen DR**, Bernstein CN. Nutritional Therapy for Crohn's disease: Is it for adults? In: *50 Clinical Cases in IBD*, Eds D Rampton, P Irving and F Shanahan..Blackwell Publishing, 2005 in press.

Ilnyckyj

1. Ilnyckyj A., Assessment and Management of Acute Diarrhea in Adults. *G.I. Clinics of North America*. June 2002
- 2.. Ilnyckyj A. Traveler's Diarrhea. *Current Opinion in Infectious Diseases*. May 2002;4:195-9.
3. Alfa M, Ilnyckyj A, Allford S, Preece V, Fachnie E. Microbial Overgrowth in Manometry Perfusion Equipment. *Gastrointestinal Endoscopy* 2002; 55:209-213.
- 4.Ilnyckyj A., Choudhri S., Duerksen D. Post Travellers= Diarrhea Irritable Bowel Syndrome. *American Journal of Gastroenterology* 2003;98:596-99.
5. Ilnyckyj A, Bernstein CN. Sexual Abuse in IBS; To Ask or Not to Ask. That is the question. *Canadian Journal of Gastroenterology* 2002;16:801-05.
6. Ilnyckyj A, Graffe L, Rawsthorne P, Bernstein CN. Therapeutic Value of a gastroenterology consultation in irritable bowel syndrome. *Alimentary Pharmacology and Therapeutics* 2003;17:871-80.
- 7.Ilnyckyj A, Mathew G. Management of acute bleeding upper gastrointestinal ulcer in the era of endoscopic and intravenous proton pump inhibitor therapy. *Canadian Journal of Gastroenterology* 2005;19:157-9.
- 8.Ilnyckyj A, Fachie E, Tougas G. A randomized-controlled trial comparing an educational intervention alone vs education and biofeedback in the management of faecal incontinence in women. *Neurogastroenterol Motil* 2005;17:58-63.

Targownik

- 1.Targownik, L; Gralnek IM. A risk score to predict need for treatment for upper GI hemorrhage. *Gastrointest Endosc* 2001 Dec;54(6):797-9.
- 2.Spiegel BM, Targownik L, Dulai GS, Karsan H, Gralnek IM. Endoscopic screening for esophageal varices in cirrhosis: Is it ever cost effective? *Hepatology* 2003; 37(2):366-77.
- 3.Spiegel BM, Targownik L, Dulai GS, Gralnek IM. The Cost-Effectiveness of COX-2 Inhibitors in the Management of Chronic Arthritis. *Ann Intern Med* 2003; 138(10): 795-806.
- 4.Targownik LE; Gralnek IM; Dulai G; Oei T; Spiegel BM Chang D; Bernstein CN. Do Patients with Acute Non-Variceal Upper Gastrointestinal Hemorrhage Require Admission to an ICU/Monitored Bed? *Can J Gastroenterol*. 2003;17(8):489-95.

Cantor

1. **Cantor M**, Bernstein CN. Ulcerative colitis. In: Kirsner's Inflammatory Bowel Disease 6th Edition, Eds B Sartor, W Sandborn. WB Saunders, London, 2004; 280-88.
2. **Cantor M**, Nickerson P, Bernstein CN. The role of cytokine gene polymorphisms in determining disease susceptibility and phenotype in inflammatory bowel disease. *American Journal of Gastroenterology* 2005; 100:1134-42..
3. **Cantor M**. The Complexities of Inflammatory Bowel Disease During Pregnancy. *Inflammatory Bowel Disease Monitor*. 2005 In press.

Singh

1. Sauter BV, Parashar B, Chowdhury NR, Kadakol A, Ilan Y, **Singh H**, Milano J, Strayer DS, Chowdhury JR. A replication-deficient rSV40 mediates liver-directed gene transfer and a long-term amelioration of jaundice in Gunn rats. *Gastroenterology*. 2000 Nov; 119(5):1348-57.
2. **Singh H**, Duerksen DR. Vitamin K and Nutrition support. *Nutr Clin Pract*. 2003 Oct; 18:359-365
3. **Singh H**, Case S, Duerksen DR. An update on celiac disease and the gluten free diet. *Clinical Nutrition Rounds*. 2003 Oct; 3(8).
4. Corbin IR, Ryner LN, **Singh H**, Minuk GY. Quantitative Hepatic Phosphorus-31 Magnetic Resonance Spectroscopy in Compensated and Decompensated Cirrhosis. *Am J Physiol Gastrointest Liver Physiol*. 2004 Aug;287(2):G379-84. Epub 2004 Jun 10
5. **Singh H**, Pollock R, Uhanova J, Kryger M, Hawkins K, Minuk GY. Symptoms of Obstructive Sleep Apnea in Patients with Non-Alcoholic Fatty Liver Disease. *Dig Dis Sci*. 2005 (in press).

Krause

1. **Krause, D. O.**, McSweeney, C. S., and R. Forster. 2000. Molecular ecology methods to study fibrolytic ruminal bacteria: phylogeny, competition and persistence. In 8th International Symposium for Microbial Ecology. pp. 123-133, (ed. Bell, R. J.). New York, Springer Verslag.
2. **Krause, D. O.**, Smith, W. J. M., Ryan, F. M. E., and C. S. McSweeney. 2000. Use of 16S rRNA based techniques to investigate the ecological succession of microbial populations in the immature lamb rumen: tracking of specific strains of inoculated

Ruminococcus and interactions with other microbial populations in vivo. Microbial Ecology 38:365-376.

3. McSweeney, C. S., Palmer, B., and Krause, D. O. 2000. Rumen microbial ecology and physiology in sheep and goats fed a tannin-containing diet. p. 140-145, (ed. Brooker, J. D.) In Tannins in livestock and human nutrition, ACIAR Proceedings No. 92., Canberra, ACIAR.

4. Krause, D. O., Bunch, R. J., Dalrymple, D. B., Gobius, K. S., Smith, W. J. M., Xue, G. P. and McSweeney, C. S. 2001. Expression of a modified Neocallimastix patriciarum xylanase in Butyrivibrio fibrisolvens digests more fibre but cannot effectively compete with highly fibrolytic bacteria in the rumen. J. Appl. Microbiol. 90:388-396.

5. Krause, D. O., Smith, W. J., C. S. McSweeney. 2001. Isolation of high quality genomic DNA from ruminal samples containing high levels of tannins. Biotechniques 31:294-298.

6. Krause, D. O., Bunch, R., Kennedy, P. M., Mackie, R. I., Smith, W. J., and C. S. McSweeney. 2001. Repeated ruminal dosing of highly fibrolytic Ruminococcus strains does not improve the digestibility of fibre: molecular ecological analysis of microbial populations and functional evaluation of fibre digestion. Microbiol. 147: 1719-1729.

7. McSweeney, C. S., Palmer, B., Bunch, R., Conlan, L. C. and Krause, D. O. 2001. Effect of the tropical forage calliandra on microbial protein synthesis and ecology in the rumen. J. Appl. Microbiol. 90:78-88.

8. McSweeney, C. S., B. Palmer, D. M. McNeill, and D. O. Krause. 2001. Microbial interactions with tannins: nutritional consequences for ruminants. Anim. Feed Sci. Tech. 91: 83-93.

9. Gobius, K. S., Xue, G. P., Allward, J. H., Krause, D. O., Swadling, Y. J., McSweeney, C. S., Dalrymple, D. B. 2002. Transformation and expression of an anaerobic fungal xylanase in several strains of the rumen bacterium Butyrivibrio fibrisolvens. J. Appl. Microbiol. 92: 1-12.

10. McSweeney, C.S., Odenyo, A., and Krause, D.O. (2002). Rumen microbial responses to antinutritive factors in fodder trees and shrub legumes. Journal of Applied Animal Research 21: 181-205.

11. McSweeney, C.S., Krause, D.O., Mackie, R.I. and Morrison, M. 2002. The use of biotechnology to improve nutritive value of feedstuffs. 39th Annual Meeting of the Brazilian Society for Animal Science, Recife, Brazil. pp. 409-433

12. Krause, D. O., Conlan, L. L., Gough, J. M., Williamson, A. M., Smith, W. J. M., C. S. McSweeney. 2003. Diet influences the ecology of lactic acid bacteria and

Escherichia coli along the digestive tract of cattle: neural networks and 16S-rDNA. *Microbiol.* 149: 57-65.

13. Krause, D.O., Attwood, G. T., Denman, S. E., Rae, A. L., Mackie, R.I. and Morrison, M. McSweeney, C.S., (2003). Opportunities to improve plant cell wall degradation in the rumen: microbiology, ecology, and genomics. *FEMS Microbiol. Rev.* 27: 663-693.

14. Wang, X., Hazelwood, S., Krause, D. O. and Florin, T. 2003. Molecular characterisation of the microbial species that colonise normal human ileal and colonic mucosa by using 16S rDNA sequence analysis. *J. Appl. Microbiol.* 95:508-520.

15. Krause, D. O., and Pell, A. N. (2003). Plant cell wall degradation in the rumen: ecology, constraints to digestion, and modelling. VI International Symposium on the Nutrition of Herbivores during October 19-24, 2003 in Merida, Yucatan, Mexico.

16. McSweeney CS, Gilbert RA, Krause DO, Padmanabha J, Denman SE. (2004) Effect of diet on *E. coli* populations in the faeces of cattle. *Asia Pac J Clin Nutr.* 2004;13(Suppl):S27.

17. Krause, D. O., Smith, W. J. M., and McSweeney, C. S. 2004. Use of community genome arrays (CGA) to assess the effects of *Acacia angustissima* of rumen microbial ecology. *Microbiology* 150: 2899-909.

18. Krause, D. O., Smith, J. M., Brooker, J., and McSweeney, C. S. 2005. Tolerance mechanisms of streptococci to hydrolysable and condensed tannins. *Anim. Feed Sci. Technol.* (In press).

19. McSweeney, C. S., Gough, J. M., Conlan, L. L., Hegarty, M. P., Palmer, B., and Krause DO. 2005. Nutritive value assessment of the tropical shrub legume *Acacia angustissima*: anti-nutritional compounds and in vitro digestibility. *Anim. Feed Sci. Technol.* (in press).

20. Krause, D. O., Smith, W. J. M., and McSweeney, C. S. 2005. Sucrose is a powerful modulator of *Escherichia coli* growth in the hind gut of cattle; phylogeny and microarrays. (In press)

21. Krause, D. O., Smith, W. J. M., and McSweeney, C. S. 2005. Degradation of non-protein amino acids from *Acacia angustissima* by rumen bacteria (In press).

22. McSweeney, C. S., Gough, J. M., Conlan, L. L., Hegarty, M. P., Palmer, B., and Krause, D. O. (2005). Degradation of non-protein amino acids by ruminal microorganisms (In press).

23. Bettelheim, K. A., Kuzevski, A, Gilbert, R. A., Krause, D. O., and C.S. McSweeney, C. S. (2004). The diversity of *Escherichia coli* serotypes and biotypes in cattle faeces. *J. Appl. Microbiol.* 98: 699-709.
24. Gilbert, R. A., Tomkins, N., Padmanabha, J., Gough, J., Hunter, R. A., Krause, D. O., and McSweeney, C. S. (2005) Effect of finishing diets on *Escherichia coli* populations and prevalence of EHEC virulence genes in cattle faeces. *J. Appl. Microbiol.* (In press).
25. Vanselow, B. A., Krause, D.O., and McSweeney, C.S. (2005) The Shiga toxin-producing *Escherichia coli*, their ruminant hosts, and potential on-farm interventions: a review. *Aust. J. Agric. Res.* 57: 211-218.
26. Gozho GN, Plaizier JC, Krause DO, Kennedy AD, Wittenberg KM. (2005) Subacute ruminal acidosis induces ruminal lipopolysaccharide endotoxin release and triggers an inflammatory response. *J Dairy Sci.* 88:1399-1403.

Longobardi

1. Longobardi, T., Discussion: The economic impact of inflammatory bowel disease in Canada. By Dr. R. Hilsden *Can J Gastroenterol.* 2004 Apr; 18(4):256-7.
2. Longobardi, T., Jacobs, P., Bernstein, C.N., Utilization of health care resources by individuals with inflammatory bowel disease in the US: a profile of time since diagnosis. *Am J Gastroenterol.* 2004; 99(4):650-5.
3. Longobardi, T., Jacobs, P., Bernstein, C.N. Work losses related to inflammatory bowel disease in the United States: results from the National Health Interview Survey. *Am J Gastroenterol.* 2003; 98(5): 1064-72..
4. Longobardi, T., Jacobs, P., Wu, L., Bernstein, C.N. Work Losses Related to Inflammatory Bowel Disease in Canada: results from a National Population Health Survey. *Am J Gastroenterol.* 2003; 98(4): 844-9.
5. Jacobs P, Golmohammadi, K, Longobardi, T, Lifetime costs for medical resources: a methodological review. *International Journal of Technology Assessment of Health Care.* 2003 Spring; 19(2): 278-86.
6. Klarenbach S, Stafinski T, Longobardi, T, Jacobs P The effect of renal insufficiency on work force participation in the United States an analysis using NHANES III survey data. *Am J Kidney Disease.* 40 (6) Dec, 2002: 1132-7.

Blanchard

1. Bernstein CN, Blanchard JF. Viruses and inflammatory bowel disease: is there evidence for a causal association? *Inflamm Bowel Dis* 2000; 6:34-9.

2. Bernstein CN, Papineau N, Zajackowski J, Rawsthorne P, Okrusko G, Blanchard JF. The direct hospital costs for patients with inflammatory bowel disease in a Canadian tertiary care university hospital. *Am J Gastroenterol* 2000;95:677-83.
3. Power C, Brown Gladden JG, Hilliday W, Del Bigio MR, Nath A, Ni W, Major EO, Blanchard JF, Mowat M. AIDS- and non-AIDS-related PML association with distinct p53 polymorphism. *Neurology* 2000;54:743-6.
4. Blanchard JF, Armenian H, Poulter Friesen P. Risk factors for abdominal aortic aneurysms: a case-control study. *Am J Epidemiol* 2000;151:575-83.
5. Blanchard JF, Armenian HK, Peeling R, Poulter Friesen P, Shen C, Brunham RC. The relation between *Chlamydia pneumoniae* infection and abdominal aortic aneurysm: a case-control study. *Clin Infect Dis* 2000;30:946-7.
6. Jacobs P, Blanchard JF, James RC, Depew N. Excess costs of diabetes in the Aboriginal population of Manitoba, Canada. *Can J Public Health* 2000;91:298-301.
7. Young TK, Kliwer E, Blanchard J, Mayer T. Monitoring disease burden and preventive behavior with data linkage: cervical cancer among aboriginal people in Manitoba, Canada. *Am J Public Health* 2000;90:1466-8.
8. Bernstein CN, Blanchard JF, Leslie W, Wajda A, Yu BN. The incidence of fractures among patients with inflammatory bowel disease: a population-based cohort study. *Ann Int Med* 2000;133:795-9.
9. Bernstein CN, Blanchard JF, Wajda A, Kliwer E. Cancer risk in inflammatory bowel disease: a population-based study. *Cancer* 2001;91:854-62.
10. Bernstein CN, Blanchard JF, Rawsthorne P, Yu N. The prevalence of extraintestinal manifestations in inflammatory bowel disease: a population-based study. *Am J Gastroenterol* 2001;96:1116-22.
11. Bernstein CN, Blanchard JF, Houston DS, Wajda A. The incidence of deep venous thrombosis and pulmonary embolism among patients with inflammatory bowel disease: A population-based cohort study. *Thromb Hemost* 2001;85:430-4.
12. Bernstein CN, Kraut A, Blanchard JF, Rawsthorne P, Yu N, Walld R. The relationship between inflammatory bowel disease and socioeconomic variables – an examination of employment, income, disability, education and marital status in IBD. *Am J Gastroenterol* 2001;96(7):2117-25.
13. Blanchard JF, Bernstein CN, Wajda A, Rawsthorne P. Small-area variations and socio-demographic correlates for the incidence of Crohn's disease and ulcerative colitis. *Am J Epidemiol* 2001;154:328-35.

14. Luo M, **Blanchard J**, Brunham K, Pan Y, Shen CX, Lu H, Brunham RC. Two-step high resolution sequence-based HLA-DRB typing of exon 2 DNA with taxonomy-based sequence analysis allele assignment. *Hum Immunol* 2001;62:1294-310.
15. Bernstein CN, Orr K, **Blanchard JF**, Sargent M, Workman D. The development of an assay for antibodies to *Saccharomyces cerevisiae*: Easy, cheap and specific for Crohn's disease. *Can J Gastroenterol* 2001;15:499-504.
16. Metge CJ, **Blanchard JF**, Peterson S, Bernstein CN. Use of pharmaceuticals by inflammatory bowel disease patients: a population-based study. *Am J Gastroenterol* 2001;96:3348-55.
17. Faybush EM, **Blanchard JF**, Rawsthorne P, Bernstein CN. Generational differences in the age at diagnosis with IBD: genetic anticipation, bias, or temporal effects. *Am J Gastroenterol* 2002; 97:636-40.
18. Nagelkerke NJD, Jha P, de Vlas SJ, Korenromp EL, Moses S, **Blanchard JF**, Plummer FA. Modelling the HIV epidemics in India and Botswana: the impact of interventions to prevent transmission. *Bull World Health Organ* 2002;80:89-96.
19. Elliott LJ, **Blanchard JF**, Beaudoin CM, Green CG, Nowicki DL, Matusko P, Moses S. Geographic variations in the incidence of bacterial sexually transmitted diseases in Manitoba, Canada. *Sex Transm Infect* 2002;78 Suppl 1:i139-44.
20. Aral SO, **Blanchard JF**. Phase-specific approaches to the epidemiology and prevention of sexually transmitted diseases: an overview. *Sex Transm Infect* 2002;78 Suppl 1:i1-2.
21. **Blanchard JF**. Populations, pathogens and epidemic phases: closing the gap between theory and practice in the prevention of sexually transmitted diseases. *Sex Transm Infect* 2002;78 Suppl 1:i83-88.
22. Dawson KG, Gomes D, Gerstein H, **Blanchard JF**, Kahler KH. The economic cost of diabetes in Canada, 1998. *Diabetes Care* 2002;25:1303-7.
23. Heaman M, Elliott LJ, Beaudoin C, Baker L, **Blanchard JF**. Preventable foeto-infant mortality: application of a conceptual framework for perinatal health surveillance to Manitoba perinatal outcomes. *Can J Public Health* 2002;93 (Suppl 2):S27-32.
24. Karunakaran K, **Blanchard J**, Raudonikiene A, Lu H, Shen C, Mordin A, Brunham RC. Molecular detection and seroepidemiology of the *Chlamydia pneumoniae* bacteriophage (MCpn1). *J Clin Microbiol* 2002;40:4010-4.
25. Ilnyckyj A, Graff LA, **Blanchard JF**, Bernstein CN. Therapeutic value of a gastroenterology consultation in irritable bowel syndrome. *Aliment Pharmacol Ther* 2003;17:871-80.

26. Green C, Hoppa RD, Young TK, Blanchard JF. Geographic analysis of diabetes prevalence in an urban area. *Soc Sci Med* 2003;57:551-60.
27. Green C, Blanchard JF, Young TK, Griffith J. Assessing the burden of diabetes among Manitoba Registered First Nations using administrative data: current patterns and future trends. *Diabetes Care* 2003;26:1993-8.
28. Bernstein CN, Blanchard JF, Metge C, Yogendran M. The association between corticosteroid use and development of fractures among IBD patients in a population-based database. *Am J Gastroenterol* 2003;98:1797-801.
29. Bernstein CN, Blanchard JF, Metge C, Yogendran M. Does the use of 5-aminosalicylates in inflammatory bowel disease prevent the development of colorectal cancer? *Am J Gastroenterol* 2003;98:2784-8.
30. Bernstein CN, Nayar G, Hamel A, Blanchard JF. Study of animal-borne infections in the mucosae of patients with inflammatory bowel disease and population-based controls. *J Clin Microbiol* 2003;41:4986-90.
31. Bernstein CN, Blanchard JF, Rawsthorne P, Collins MT. Population-based case control study of seroprevalence of *Mycobacterium paratuberculosis* in patients with Crohn's disease and ulcerative colitis. *J Clin Microbiol* 2004;42:1129-35.
32. O'Neil J, Orchard T, Swarankar RC, Blanchard JF, Gurav K, Moses S. Dhandha, dharma and disease: Traditional sex work and HIV/AIDS in rural India. *Soc Sci Med* 2004;59(4):851-60.
33. James RC, Blanchard JF, Campbell D, Clotey C, Osei W, Svenson LW, Noseworthy TW. A model for non-communicable disease surveillance in Canada: the prairie pilot diabetes surveillance system. *Chronic Dis Can* 2004;25(1):7-12.
34. Blanchard JF, O'Neil J, Ramesh BM, Bhattacharjee P, Orchard T, Moses S. Understanding the social and cultural context of female sex work in Karnataka, India: implications for HIV prevention. *J Infect Dis* 2005;191 Suppl 1:S139-46.
35. Heaman ML, Blanchard JF, Gupton AL, Moffatt MEK, Currie RF. Risk factors for spontaneous preterm birth among aboriginal and non-aboriginal women in Manitoba. *Paediatr Perinat Epidemiol* 2005 (in press).

Book Chapters:

36. Roos LL, Fedson DS, Roberts JD, Blanchard JF: Supporting the delivery of preventive services through information systems: A Manitoba example. In Chapman AR (ed): *Health Care and Information Ethics: Protecting Fundamental Human Rights*. Kansas City, MO: Sheed and Ward;1997:191-215.

37. Bernstein CN, **Blanchard JF**. Epidemiology of Inflammatory Bowel Disease. In Cohen RD (ed): Clinical Gastroenterology: Inflammatory Bowel Disease: Diagnosis and Therapeutics. Totowa, NJ: Humana Press Inc;2003:17-32.

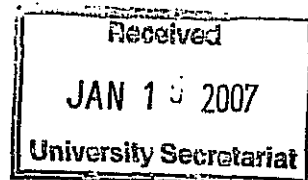


UNIVERSITY | Office of the
OF MANITOBA | Vice-President (Academic) & Provost

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

10 January 2007

Mr. Sid Rogers
Secretary
Council on Post-Secondary Education
410 - 330 Portage Avenue
Winnipeg, Manitoba
R3C 0C4



Dear Mr. Rogers,

**Statement of Intent:
Master of Physician Assistant Studies**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a Master of Physician Assistant Studies, which would be the first of its kind in Canada.

The primary goal of this graduate-level program is to train competent Physician Assistants to help meet both provincial and national primary care and specialty health care needs in a variety of medical and health care settings. Graduates will be generalist Physician Assistants fully capable of working in primary care or, with further training, in subspecialty care under appropriate MD supervision. In either case, graduates of this 26-month program will extend and complement the capabilities of physicians in the delivery of health care in many settings.

This program is directed to mature students with a background in health care delivery consisting of a minimum of 2,000 hours of direct clinical/patient experience and who have completed an appropriate four-year undergraduate degree program. The aim is to admit 12 students per year. As discussed in the Statement of Intent, there is quite strong demand for graduates of such a program.

The implementation of this innovative graduate degree program would require additional financial support from COPSE, complete details of which will be addressed in the full program proposal.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "RA Lobdell". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

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
Dean Sandham, Dean, Faculty of Medicine
Jeff Leclerc, University Secretary

**Council On Post-Secondary Education
STATEMENT OF INTENT**

Institution

Brandon University
☒ University of Manitoba
University of Winnipeg
Collège Universitaire de Saint-Boniface

Assiniboine Community College
Keewatin Community College
Red River Community College

Program Overview

Program Name: Physician Assistant Education Program, Faculty of Medicine, University of Manitoba

Credential to be offered: Master of Physician Assistant Studies

Does the program require accreditation from a licensing group? ☒ YES NO
If yes, name group: Canadian Medical Association

Length of the program: 26 _____ Years ☒ Months Semesters

Proposed program start date: 01/05/2007
DD/MM/Year

Which department(s) within the institution will have responsibility for the program?

- Faculty of Medicine through the Office of the Dean of Medicine.

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
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

The physician assistant (PA) education program recognizes that some of the applicants may have completed courses similar to those developed specifically for the PA training. It would be expected that any such applicant would complete the offered PA course curriculum. Applicants will be expected to have completed a 4 year undergraduate degree in a relevant field of study from an institution acceptable to the University of Manitoba. Applications for exemptions regarding application for admission might be considered on exceptional occasions. Such situations that may be considered could include candidates who may have successfully completed training at another accredited international PA program, candidates from the Canadian Forces program with clinical expertise, or other health care professionals who have demonstrated exceptional professional experience.

Will there be distance delivery options?

✓YES NO

Manitoba Telehealth (and/ or similar technologies) will be used during year 1 and 2 to reach students whose education and training may be provided outside the formal Bannatyne Faculty campus. This will allow for flexibility of program delivery especially in the clinical rotations. Other electronic education modules are also being reviewed.

Will this program be delivered jointly with another institution?

YES ✓NO

If YES, name the institution

Are similar programs offered in Manitoba or other jurisdictions?

YES ✓NO

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

This will be the first program of its type for PA training by a University in Canada. (Training in Canada has to date been restricted to military personnel for Canadian Forces). There are over 130 such well-established PA educational programs in the United States as well as at other international sites.

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

There will be an oversight or educational committee that will oversee the application process. Applicants will in all likelihood come from a variety of backgrounds and experience. Application documents and records will be reviewed on a case-by-case basis to determine if there is any direct overlap with our core program training. A course-by-course assessment will be used for credit transfer considerations.

Specific Program Information

1. Program Description - Describe the program and its objectives:

Physician assistants (PAs) are 'health care professionals who work under the supervision of a physician' and as such may act as 'physician extenders'.

The primary goal of our proposal is to develop a physician assistant education program to train competent PAs to help meet both provincial and national primary care and specialty health care needs in a variety of medical and health care settings. We are proposing the development of a generalist PA educational program [at a Master's level] with an option for further enhanced skill development upon completion of the core years. The graduates of the Master's program will be generalist PAs with diverse capacities, who could then work in either primary care or subspecialty care with further training and/or appropriate MD supervision. It is our belief that this model of PA practitioner will generate the best 'fit for practice' PA to work in modern Primary Care settings as well as a variety of other health care situations in collaboration with other health and medical professionals.

Mission Statement

WORKING TOGETHER FOR HEALTHIER COMMUNITIES:

Providing high-quality, comprehensive, patient and family-centered health care.

Vision Statement

To educate and train competent well-rounded physician assistants who will extend and complement the capabilities of physicians in the delivery of health care in any setting.

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

This will be a 26-month program consisting of basic and clinical science courses as well as clinical rotations. A successful challenge of a Faculty-approved **PA comprehensive exam** will be required in order to meet the Master's program requirements.

Year I

Basic Sciences

24 credit hours of basic science courses at the 700 level will be specifically designed to support the mission of the PA program and will be taught by individuals who possess the expertise required to

present the clinical relevance of the course content and materials. These courses will integrate previously acquired knowledge using a systems based approach. These courses would include Anatomy and Physiology, Biochemistry, Pharmacology, Microbiology and Laboratory Medicine.

Clinical Skills

This component will be integrated throughout the year. The patient populations (including Standardized Patients) available for student experiences in history-taking, counseling, and physical diagnosis will offer a balance of appropriate clinical presentations between males and females and span the full age range. The course study in history taking and counseling will include discussions about the relationships between culture, health, and illness and explore issues of human diversity and the heterogeneity of the patient population being served.

Clinical Courses

The clinically related classroom courses will be focused on general medicine and primary care, with additional instruction in other specialties, i.e. emergency medicine, family medicine, internal medicine, obstetrics/gynecology, pediatrics, psychiatry, radiology and surgery.

Integration

The PA role and place within the multi-professional health care team and the PA-physician relationship will be discussed early on in the training. Emphasis will be placed on learning how to recognize limitations and when to consult the supervising physician or other health care professionals. In addition, the concepts of the Four Principles as developed by the College of Family Physicians of Canada and the CanMEDS Core Competencies of the Royal College of Physicians and Surgeons of Canada (bodies which explicitly define medical competencies for Professionals) will be introduced with emphasis on the professional and communicator roles.

Year II

During this year, the PA student will fully develop their clinical skills and the PA competencies. The clinical rotations have been designed to ensure that all students will have a set of experiences in the core disciplines appropriate to meet the objectives of our mission. The patient mix will be reflective of the regional community and will be distributed by age, gender, and cultural background.

The overall template would include formal and specified clinical experiences in:

- 8 week experience in Primary Care/ Family Medicine
- 4 weeks core experiences in each of Emergency Medicine, Internal Medicine, Obstetrics, Pediatrics, Psychiatry, Surgery, Orthopedics and Sports Medicine, and Geriatric and Community Medicine (which might include visits to Public Health settings, Nursing Homes, Chronic Care Facilities and/or collaborations with Schools, etc)
- 2 week experiences in Anaesthesia and in Urology
- One 2-week elective
- 4 to 6 week preceptorship (a period of training with the supervising physician who will be the PA's 'physician partner' following training)

Each rotation would consist of a combination of outpatient and inpatient experiences as appropriate. Other educational opportunities would include:

- Weekly Academic Half-Day - used to assist the PA student in meeting the objectives.
- Journal Club – for critical appraisal of the literature, conducted with the multidisciplinary team.
- Interdisciplinary Rounds
- Multidisciplinary Team Mock Codes – monthly practice to enhance competencies in responding to medical emergencies (cardiac arrests, severe multi-system trauma, etc)

2. Enrollment

What is the program's initial projected enrollment?

- 12 student trainees per year

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

- Year 2 - 12 trainees per year (along with 25 additional 2nd year students currently receiving a portion of their clinical training on behalf of the Canadian Forces, who will not be part of the Masters level program)
- No 3rd year program design

Describe the expected student profile?

- Mature student with a background in health care delivery. Students will have obtained a minimum of 2000 hours of direct clinical/ patient experience prior to their acceptance into the PA education program. Prerequisites for admission include a four year undergraduate degree, with a minimum 3.0 grade point average from an institution recognized by the University of Manitoba. Under exceptional circumstances, candidates not fulfilling these requirements could be considered on an individualized basis.

3. Labour Market Information**What labour market need is the program expected to meet?**

According to our market survey results from Dec 2005, there are labour market needs in all underserved areas in Manitoba including rural, urban, primary and subspecialty care settings.

PAs have a distinct role to play in the health care system. One model to consider in a primary care setting could include a physician, PA and NP along with other health care professionals as part of a health care team. Each member of the team could develop specific expertise and therefore follow a unique cohort of patients (Physician → chronic and complex care, PA → pediatric and NP → geriatrics as an example)

While there are perceived overlaps between PAs and Nurse Practitioners, a useful summary of the distinct differences (in part adapted from Dr. Sun et al, proposal to the B.C. Minister of Health, "The Physician Assistant in Primary Health Care.") may best be summarized as follows:

Comparison of PA and NP Professions

	<u>Nurse Practitioners</u>	<u>Physician Assistants</u>
Entry Students	BN Nurses only	Wide range of experienced Health Care Professionals
Gold Standard	Masters Nursing Degree	National PA Certifying Exam & Faculty-Approved comprehensive exams
Model and Language	Nursing	Medicine
Educators/Role Models	NP, Nurse Educators	PA, Physicians
Regulatory/ Licensure	Nursing/ CRNM	Medicine/ CPSM
Legal Autonomy	Independent	Dependent practitioners
Scope of Practice	Specific defined	Negotiated in formal agreement with MD
Approach to Care	Collaborative & Comprehensive	Interdisciplinary & Intervention- based

According to the Canadian Nursing Association, a nurse practitioner (NP) is "an advanced practice nurse whose practice is focused on services to manage the health care needs of individuals, families, groups and communities. The NP role is grounded in the nursing profession values, knowledge, theories and practice and is a role that complements, rather than replaces, other health care providers." The main emphasis is one of independent practice, with the NP providing comprehensive care, collaborating with other health care professionals.

By contrast, PAs are physician practice extenders, and as such, are dependent on their relationship with their physician(s). PAs conduct physical examinations, diagnose illness, order diagnostic tests and interpret the results, counsel on health care issues, assist in surgery, prescribe medications, and otherwise treat illness. PAs have a completely integrated practice relationship with physicians. They are educated within the medical model where emphasis is placed on recognizing limitations and

facilitating referral. The PA acts as an extension of the supervising physician even in remote locations, through continuing consultation, and delegated patient management and treatment plans. The scope of practice cannot exceed the supervising physician's scope.

Certainly, the health care academic and clinical demands for service and care include both these and other health care professionals.

In her paper "Nursing Science as Human Science: The New World and Human Becoming", S.S. Bunkers articulates the differences between medicine and nursing education both with respect to its objectives but also with respect to the supporting body of knowledge and science. With respect to the role of the nurse, she uses the term "transformative agent" which implies the role of the helper of the client rather than the more interventionist role of the physician.

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

Within the Winnipeg Regional Health Authority (WRHA), in subspecialty fields including:

- | | |
|---|---------------------------------------|
| • Cardiovascular Surgery (2 PA Positions) | • Trauma Surgery (1) |
| • Plastic Surgery (2) | • Bone Marrow Transplant Services (3) |
| • Orthopedic Surgery (2) | • Hepatology (2) |
| • Diabetic Foot Program (1) | • Rheumatology (1) |
| • Neurosurgery (3) | |

The College of Physicians and Surgeons of Manitoba under existing regulations has also approved the job descriptions and sites for non-certified clinical assistants in two Health Canada First Nations and Inuit Health facilities in Hodgson and Norway House, under the program direction of the University of Manitoba, J.A. Hildes Northern Medical Unit. Such opportunities would be available to physician assistants as well.

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

There are several areas in which career opportunities will exist. These include:

1. Primary care
2. Specialty care areas
3. Urban settings
4. Rural and Remote settings
5. Teaching in the PA program

Currently posted positions for PAs within the WRHA that are pending letters of offer include: Cardiac Sciences (5) and Orthopedic Surgery (1). Proposed further PA positions in the WRHA: Anesthesia (6), Critical Care Medicine (15) and Orthopedic Surgery (4)

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

Medical and health care delivery systems in Manitoba, Canada and much of the world is under significant strain to have an adequate number of a variety of competent and flexible medical and health care professionals. The factors influencing this health care shortfall are numerous and beyond the scope of this particular response. Notwithstanding, Manitoba (and many other jurisdictions) has begun to seek innovative approaches to address a variety of medical and health care needs.

One of the major thrusts in our province is that of Primary Care reform. This in part will seek to change how medical and health care is delivered in a variety of primary care settings, both urban and rural as well as multi-professional and solo modes of practice. PAs would contribute significantly to the Primary Care Reform models by virtue of the unique complementary medical training they receive and their formal supervisory relationship with their physician colleagues. In addition, their shared regulatory and licensing governance within our Province through the College of Physicians & Surgeons of Manitoba ensures a uniform and seamless high standard of medical care and practice for Manitobans. They will assist physicians to extend the effectiveness and scope of their practices and work together with a variety of medical and health care professionals in collaborative teams.

In addition, there is an urgent need in a variety of medical subspecialty domains for PAs and similar health care professionals to broaden the scope of practice and effectiveness of our specialists. There is a now-recognized significant demand for well-trained PAs in a variety of medical subspecialties in Winnipeg as well as other similar urban jurisdictions. The PA extends the utility of the specialists' capacities, thus maximizing the medical efficiency potential within our health care system. We view the introduction of PAs as being part of the solution to begin addressing timeliness of care and treatment as well as issues related to wait-lists.

The above-mentioned concerns are exceptionally timely, and the demands for service will in all likelihood not lighten in the immediate future without significant innovation on our part. The PA Education Program provides the opportunity for progressive innovation to address problems that are likely to be further exacerbated within the next decade without a-priori planning. The introduction of the PA program is congruent to Manitoba's stated economic, social and health care priorities as we move into appropriate planning for health care delivery systems for the future.

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

The following groups were part of the market survey of stakeholders:

1. Medical Chiefs of Staff Network and Health Programs and Services Executive Network
2. FNHIB (First Nations Inuit Health Branch)
3. University of Manitoba - Faculty of Medicine
 - Heads of Departments
 - Department of Family Medicine - rural and urban programs
4. Manitoba Health
5. College of Physicians and Surgeons of Manitoba
6. WRHA and other RHAs
7. Manitoba Medical Association – MMA Bloc Chairs
8. Larger clinics in Winnipeg (Assiniboine Clinic, Manitoba Clinic, Winnipeg Clinic and Charleswood Clinic)
9. Chairs of Medical Staff Executives
10. Community Hospitals throughout Manitoba
11. Other Community health provision institutions

In addition, other groups participated in the development of the Faculty's PA Education Program proposal through their representatives' work on the steering committee and/or one of four working groups (Curriculum Development & Evaluation, Stakeholder Needs Assessment & Relations, Impact Analysis, and the Remuneration & Liability).

The groups represented included the Office of the Dean (all Associate Deans and Project Manager), Canadian Academy of Physician Assistants, College of Physicians and Surgeons of Manitoba, Faculty of Medicine (including community and hospital based physicians), Northern Medical Unit, Aboriginal Health Representative, Faculty of Pharmacy, Manitoba Pharmaceutical Association, Faculty of Nursing, College of Registered Nurses of Manitoba, Faculty of Dentistry, Faculty Development, Office of Rural & Northern Health, Winnipeg Regional Health Authority, Regional Health Authorities of Manitoba and Manitoba Health. Consultants to the Working Groups included representatives from the University of Manitoba, Canadian Forces and the American Academy of Physician Assistants.

Consultation and collaboration with other departments and faculties are pending.

Is there any other information relevant to this program? Not applicable

4. Financial Information – It is anticipated that significant additional resources will be required. Details will follow in full program proposal.

Submitted by:

John Deering
Name (print)

Dean, Faculty of Grad. Studies
Position

John Deering
Signature

6 Dec '06
Date

PRESIDENT'S REPORT: February 7, 2007

My last report to Senate was submitted for its meeting on December 6, 2006. 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. November 1, 2006 Enrolment

The official reporting date for student enrolment data to Statistics Canada is November 1. Total enrolment stands at 27,414, a decrease of 1.7% over November 1, 2005, or 476 students. The international student population decreased by 0.7% from 2,620 to 2,602 - a loss of 18 students. Credit hours decreased by 1.6%.

The official figures show that the decline in enrolment is not as large as had been reported on data from the first day of classes (2.5% decrease in enrolment and 2.2% decrease in credit hours). Nevertheless, the decrease in enrolment will have negative impact on the University's finances, because the 2006-2007 budget was based on an increase in credit hours of 1%.

2. Two Events: HIV/AIDS Projects

The University has an international reputation in infectious diseases, in particular in the research, prevention and control of HIV/AIDS. In the last ten years, more than \$95 million (CDN) in grants and contracts have been received to support these initiatives. Two recent events were held to recognize the support that has been received for the projects:

HIV/AIDS Prevention Care and Support in Karnataka

Dr. Digvar Jayas, Associate Vice-President (Research) represented the University at the official launch of *Project Samastha*, for HIV and AIDS prevention, care, support and treatment in Karnataka (India) and in Coastal Districts of Andhra Pradesh, funded by U.S. \$22 million from the United States Agency for International (USAID). The launch was held in Karnataka on January 10, 2007. Guests included: Sri H. D. Kumaraswamy, Honourable Chief Minister, Government of Karnataka; Sri Yediyurappa, Honourable Deputy Chief Minister & Finance Minister, Government of Karnataka; Sri R. Ashok, Honourable Minister for Health & Family Welfare, Government of Karnataka.

The International Infectious Diseases Centre

I represented the University at the official opening by the University of Manitoba and by the University of Nairobi of the International Infectious Diseases Centre (IIDC) at the University of Nairobi's Kenyatta National Hospital Campus, on January 19, 2007. Also participating were The Honourable Tony Clement, Canadian Minister of Health, The Honourable Charity Kaluki Ngilu, Kenyan Minister of Health, and Dr. George Magoha, Vice-Chancellor of the University of Nairobi. The facility was made possible by a \$3.8 million investment from the Canadian Foundation for Innovation (CFI) through its International Access Fund. Additional funding and in-kind support was provided by the Province of Manitoba, the Public Health Agency of Canada (PHAC), the University of Manitoba and the University of Nairobi. It is one of only three facilities in Africa capable of safely handling highly contagious pathogens, and it will play a central role in the HIV/AIDS research collaboration between the two universities.

The significant achievements in HIV/AIDS projects are a credit to the tremendous dedication of many colleagues, particularly in the Department of Medical Microbiology and the Department of Community Health Sciences. My gratitude is extended to each of them.

3. **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. Dilantha Fernando**, Department of Plant Science, Faculty of Agricultural and Food Sciences, for his dedicated service to high school students as a mentor, and as an organizer and judge of high school science fairs. Through his work with local producer, industry and government organizations, he is working to develop effective management strategies to control white mold in various crops.
- **Dr. Richard Holley**, Department of Food Science, Faculty of Agricultural and Food Sciences, for his extensive service as an industry liaison, public consultant and media contact, and for his involvement in extending the University commitment to broader education about food safety. Dr. Holley is a regular commentator locally and nationally on issues such as food product quality and

safety, food packaging, storage and handling, and pesticide residues. He has also been a resource to local industry regarding food product quality and safety.

- **Dr. Terry Janzen**, Department of Linguistics, Faculty of Arts, for his significant contribution to outreach in the deaf community of Manitoba; and for his commitment to making post-secondary education more accessible to deaf people. Through his sustained efforts, Dr. Janzen has raised the profile of the University in the deaf community and he has increased community members' awareness of the possibility of university education.
- **Dr. Wanda Wuttunee**, Department of Native Studies, Faculty of Arts, for her extensive engagement with the Aboriginal community. Dr. Wuttunee serves on many boards and committees external to the University including the Assiniboine Credit Union, the Institute for Research on Public Policy and the Canadian Executive Service Organization, a not-for-profit community development organization. Dr. Wuttunee served as a member of the Powley Implementation Committee which examined the implications in Manitoba of the Supreme Court decision on Métis hunting rights.
- **Dr. Elizabeth Comack**, Department of Sociology, Faculty of Arts, for her work in the community regarding women's imprisonment in Manitoba. Dr. Comack has focused particular attention on the circumstances of Aboriginal women who are incarcerated. She has contributed her expertise to a number of legal cases involving Aboriginal women.
- **Professor Kristina Hunter**, Department of Environment & Geography, Clayton H. Riddell Faculty of Environment, Earth, and Resources, for her involvement on various boards and committees whose mandate is to create a more ecologically sound society. She is a founding member of the Manitoba Earth Day Committee, and she is a member of the Manitoba Roundtable on Sustainable Development. At the University, she is a member of the "Think Green" group.
- **Dr. Merlin Shoesmith**, Clayton H. Riddell Faculty of Environment, Earth, and Resources, for his engagement with industry, non-governmental organizations and numerous government departments and agencies on environmental matters. His efforts have created networking opportunities on environmental matters for the students and the University.
- **Dr. Khalida Hai-Santiago**, Centre for Community Oral Health, Faculty of Dentistry, for providing dental services to medically, physically, mentally and/or financially challenged individuals in Winnipeg. Dr. Hai-Santiago has provided dental care to frail elders residing in personal care homes, and to individuals living in the inner city through the dental program at the Health Action Centre.

- **James Dietrich**, Department of Electrical and Computer Engineering, Faculty of Engineering, for his efforts to promote the University in general and the field of engineering in particular among young people and the wider community. Mr. Dietrich organized and coordinated the technical aspects of the opening of the Advanced RF Systems Laboratory, the second of four specialized test labs in Canada's unique \$23-million National Microelectronics and Photonics Testing Collaboratory.
- **Dr. James Blatz**, Department of Civil Engineering, Faculty of Engineering, for his dedication to promoting the Faculty of Engineering to the community at large. Dr. Blatz serves on numerous external committees including the Association of Professional Engineers and Geoscientists of Manitoba's National Engineering Week. He coordinates tours, outreach and speaking events that promote research in engineering.
- **Maureen Rodrigue**, Faculty of Physical Education and Recreation Studies, for her outstanding contributions focusing on persons with intellectual disability; for her continued leadership as a volunteer member of the Board and on committees at Versatech Industries and SCE LifeWorks, organizations that provide supported employment opportunities for persons with intellectual disabilities; for her prominent role in the "*Manitoba in motion*" initiative which seeks to improve awareness of issues associated with physical inactivity and promote active healthy lifestyles within our province.
- **Chris Rutkowski**, Public Affairs, for his efforts to share his knowledge about astronomy, science and unidentified flying objects (UFOs) with the community at large. He is well known for his visits to Winnipeg high schools where he presents creative writing workshops, and where he mentors students interested in non-fiction writing. He is a sought-after science and UFO media commentator whose excellent relationships with media have been of great benefit to the University of Manitoba.
- **Professor Marilyn Seguire**, Faculty of Nursing, for her long-standing commitment to address health-related issues in the public school system; and for her service on various boards and trustee committees that support children's learning. Professor Seguire has coordinated support groups for seniors who are living with chronic respiratory conditions and she volunteers with the public health nurses in the Transcona School Division who deliver the family life curriculum. Professor Seguire also coordinated the Faculty's "Books with Wings" project which involved collecting, cataloguing and shipping more than 300 health-related books to universities and institutes in Afghanistan.

II. ACADEMIC MATTERS

Faculty of Agricultural and Food Sciences

- Dr. Dilantha Fernando, Plant Science, is the recipient of the USA/Sri Lanka Foundation 2006 Life Time Achievement Award. The award is given to an individual who has contributed through exceptional scientific contributions and is the highest honour given by the Foundation which is based in Los Angeles, California. This is the first time an agricultural scientist has won this award.
- At the annual meeting of the Entomological Society of Manitoba (ESM), Andrea Patenaude was awarded the ESM Graduate Scholarship. Later in the month at the Entomological Society of Canada annual meeting in Montreal, she was awarded the President's Prize for the best student paper. Ms. Patenaude is a M.Sc. student examining bee diversity on the Yellowquill Mixed-grass Prairie Reserve.

Faculty of Architecture

- Professor Alan Tate, Landscape Architecture, received a research award from the Landscape Institute National Awards 2006 for his book, *Great City Parks*. The book is one of the first books in the field to combine original research and analysis in a consistent case-study format together with presentation of the subject through exceptional photography and consistent scale plans of each project.
- Alaina Prokopchuk, a student in Landscape Architecture, has been selected as a finalist for the Shahneshin Foundation's: Shrinkage Worldwide Awards (SWA). Her submission was based upon a design concept developed for the Flood architecture Studio. The jury's selections were showcased as a public exhibition at the Seeschau Pavilion in Zurich, December 2006. In addition, the exhibition will be hosted at arts and design institutions and organizations, and galleries throughout the world during 2007.

Faculty of Arts

- Dr. Terry Cook, Professor, History, was recently awarded the W. Kaye Lamb Prize for 2006 by the Association of Canadian Archivists for his article "An Archival Revolution: W. Kaye Lamb and the Transformation of the Archival Profession" in, *Archivaria* 60 (Fall 2005), pp. 185-234. This article marks a scholarly milestone as it details the emergence of the modern archival profession through a critical examination of the ideas of W. Kaye Lamb.
- Dr. Enrique Fernandez, French, Spanish and Italian, wrote a book entitled, *Pornoboscodidascalus Latinus (1624): Kaspar Barth's Neo-Latin Translation of Celestina*, that was published in 2006 by the University of North Carolina Press, Chapel Hill

- Dr. J.M. Bumsted, History, wrote a book entitled, *St. John's College, Faith and Education in Western Canada*, that was published in 2006 by the University of Manitoba Press, Winnipeg.

School of Art

- Professor Diana Thorneycroft has been awarded a two-year Canada Council for the Arts grant for the amount of \$80,000.

Faculty of Education

- "Dr. Romulo Magsino, Dean Emeritus, was presented with the Pamana ng Pilipino (Legacy of the Filipino) by Gloria Macapagal-Arroyo, president of the Republic of the Philippines, during an award ceremony and testimonial dinner held at the Malacanan Palace in Manila on December 7. The award is given to overseas Filipinos who have distinguished themselves in their professions and have brought honour to the Filipino people.

Faculty of Engineering

- Andrea Kraj, a graduate student in Mechanical and Manufacturing Engineering, received the Best Paper Award of Renewal Energy 2006 Conference recently held in Japan.
- Cory Simpson, undergraduate student, received a Personal Achievement Award at the Manitoba Aboriginal Youth Achievements Awards recently held in Winnipeg. The Awards recognize the outstanding achievements of Manitoba's Aboriginal Youth who exhibit high standards of excellence, dedication, leadership and accomplishments in a variety of fields.

Faculty of Law

- Professor D. Trevor Anderson, Q.C., received the Manitoba Bar Association 2007 Distinguished Service Award. The award is presented to a member of the Bench or Bar who most eminently exemplifies the ideals of service to the legal profession and the community.

Libraries

- Archives & Special Collections has launched two new digitization projects: 'The Prairie Immigration Experience' and the 'Thomas Glendenning Hamilton Photograph Collection.' 'The Prairie Immigration Experience' is a collaborative effort with Oseredok, the Ukrainian Cultural and Educational Centre and the University of Saskatchewan Archives. The site is comprised of approximately 15,000 archival

documents, including diaries, correspondence, photographs, and audio and video recordings from several collections within the holdings of these three archival institutions. In addition, an educational sub-site has been developed for teachers and students in grade six.

The 'Thomas Glendenning Hamilton Photograph Collection' illustrates Dr. T.G. Hamilton's investigations of psychic phenomena in his home in Winnipeg during the first half of the twentieth century. Dr. Hamilton was a well-respected physician who photographed the spiritualist experiments he conducted in his home with a bank of cameras.

Faculty of Nursing

- Drs. Wendy Fallis, Diana McMillan and Marie Edwards are the recipients of the first John Wade Research Award for their study, "Napping During Night Shift: Practices, Preferences, and Perceptions of Critical Care Nurses," presented by the Manitoba Institute for Patient Safety.

III. RESEARCH MATTERS

Honours and Distinctions

- On December 7, four University of Manitoba researchers, including two recently recruited from universities in Australia and Switzerland, were awarded Canada Research Chairs in recognition of their research achievements. This brings the total number of Canada Research Chairs at the University of Manitoba to 47.

The four new Chairs represent an investment of more than \$3.3 million for the University of Manitoba. The Canada Research Chairs program will contribute \$2.9 million, while an additional \$494,000 for infrastructure support will come from the Canada Foundation for Innovation (CFI).

- ▶ Dr. Trust Beta, Food Science, was awarded a Tier 2 Canada Research Chair in Food Processing and Grain-Based Functional Foods. Dr. Beta is studying the molecular structure and function of major antioxidant components of whole grains like wheat, barley and sorghum. She is also looking at how whole grains are affected by specific processing methods, including milling, baking, extrusion, malting and fermentation.
- ▶ Dr. Sean Cadogan was awarded a Tier 1 Canada Research Chair in Advanced Materials. Dr. Cadogan, recently recruited from the University of New South Wales, will join the Department of Physics and Astronomy in July 2007. Dr. Cadogan studies the rare-earth elements, a series of metals that possess a wide

range of magnetic properties. Rare-earth-based compounds form the basis for high-temperature superconductors, and they have the potential for unprecedented energy efficiency in applications ranging from advanced motors to new refrigeration technologies.

- ▶ Dr. Aaron Marshall, Immunology, was awarded a Tier 2 Canada Research Chair in Molecular Immunology. Dr. Marshall is examining the signalling mechanism that controls the activities of immune cells, including division, differentiation, migration or even death. The information derived from this work is critical to understanding the molecular events leading to certain types of cancer, and will potentially identify new targets for treatment. Dr. Marshall is also studying the specific molecular mechanisms that control the generation of new antibodies for invading micro-organisms.
- ▶ Dr. Joerg Stetefeld, Chemistry, was awarded a Tier 2 Canada Research Chair in Structural Biology. Dr. Stetefeld, recently recruited from the University of Basel, is studying the extracellular matrix (ECM), a complex structure that surrounds and supports cells in mammalian tissues. Disorders involving the ECM are associated with a variety of human diseases and conditions, including muscular dystrophy, arthritis, multiple sclerosis and tumour progression. Dr. Stetefeld uses advanced techniques, like nuclear magnetic resonance imaging (NMR) and X Ray crystallography to examine the structure of proteins and determine their function, both in health and disease.

Grants Received

- On November 27, the Canada Foundation for Innovation (CFI) announced \$5 million in new funding to support two research projects at the University of Manitoba. The awards were made under the new Leading Edge Fund, which is designed to enable institutions to build on and enhance successful and productive initiatives supported by past CFI investment.
- ▶ Dean Emeritus Raymond Currie, Senior Scholar in the Department of Sociology leads the National Research Data Centre (RDC) Network, which received \$4 million in new funding. Originally established in 2000, the network has grown to involve close to 40 universities across Canada. The network gives social science researchers access to comprehensive Statistics Canada data sets, provides training in the analysis of complex longitudinal data, and works to strengthen the links between social scientists and the potential users of the knowledge they generate, including governments and policy makers. Research projects are organized around several major themes, including the social determinants of health, early child development, and a variety of economic issues.

- ▶ Distinguished Professor Dr. Frank Hawthorne, Canada Research Chair in crystallography and mineralogy was awarded \$1 million to support advanced studies of Earth materials. The funding will provide for state-of-the-art X-ray diffraction and spectroscopy equipment that will allow researchers to examine the structure of minerals and complex chemical reactions at a molecular level.

Dr. Hawthorne, Geological Sciences, is one of the world's leading mineralogists, and the infrastructure will support his work in characterizing the crystal structures in complex rock-forming minerals, and the chemical reactions involved in a wide range of processes that have a significant impact on the environment, including the disposal of nuclear waste, and acid mine drainage.

- ▶ Dr. Annemieke Farenhorst, Soil Science, received a Natural Sciences and Engineering Research Council of Canada (NSERC) Strategic Projects Grant of \$575,168 over three years for the project, "Impact of Land Management and Pesticide Use on Prairie Wetland Ecosystems."

Related Initiatives

- On November 7, a special event was held at the Bannatyne Campus to announce a new US\$22 million contract awarded to the University of Manitoba by the United States Agency for International Development (USAID). The five-year contract will expand the University's HIV/AIDS prevention and control programs in southern India, focusing on new services for vulnerable populations in 12 high-prevalence districts in the state of Karnataka, and in four coastal districts in the neighbouring state of Andhra Pradesh.

The USAID contract will be led in India by Dr. Stephen Moses, Medical Microbiology; and Dr. James Blanchard, Community Health Sciences, and Canada Research Chair in epidemiology and global public health.

The announcement was made by University of Manitoba President and Vice-Chancellor Dr. Emőke Szathmáry. The event was hosted by Dr. Joanne Keselman, Vice-President (Research), and included greetings from the Honourable Gary Doer, Premier of Manitoba; Ms. Mary Speer, Consul and Principal Officer of the U.S. Consulate in Winnipeg; Dr. Dean Sandham, Dean of the Faculty of Medicine; Dr. John O'Neil, Head of the Department of Community Health Sciences; and Dr. Shiva Halli, Community Health Sciences.

The event was well-attended by members of the media, and the announcement received local and national newspaper, television and radio coverage.

- On November 15, the University of Manitoba hosted a visit by Dr. Pierre Chartrand, Vice-President of Research for the Canadian Institutes of Health Research (CIHR). The event was organized by the Office of Research Services, Bannatyne Campus, University of Manitoba.

Over fifty health researchers attended a presentation and question/answer session with Dr. Chartrand to discuss his vision for CIHR and current challenges facing the agency. An informal luncheon was also held at the Bannatyne campus to acknowledge the important contributions made by more than 100 members of the University of Manitoba to CIHR, including their involvement in CIHR peer review committees, Institute Advisory Boards and other special committees.

Program Initiatives

- The Technology Transfer Office hosted a "Season's Surprise" event for researchers, entrepreneurs and financiers at the St. Boniface General Hospital Research Centre on December 6. The event featured a presentation by two of Winnipeg's leading intellectual property managers, Ms. Karen Jarema Cornejo, of Thomson Dorfman Sweatman, and Mr. Mike Williams, of Ade & Co. Their presentation offered an analysis of the famous "RIM patent infringement case." The event was attended by 100 participants from the University of Manitoba, Red River College, CancerCare Manitoba, the Health Science Centre and the St. Boniface General Hospital Research Centre.

IV. ADMINISTRATIVE MATTERS

Associate Vice-President (Administration)

- Filming was done at the Bannatyne Campus on December 2 and 3 for the movie entitled, "What if God were the Sun". Use of the University for filming is coordinated by the Executive Assistant to the Associate Vice-President (Administration).

Information Services and Technology

- The University of Manitoba telephone directory is now available on-line on the IST web page (<http://umanitoba.ca/computing/ist/telecommunications/directory/2006.html>). The listings can be searched alphabetically.
- Tendering for the replacement of the Meridian Mail system has closed with one bid. Installation is planned for March and the only visible difference to the user is a new greeting. All other functions and commands are the same as in Meridian Mail.

Financial Services

- The Canada Foundation for Innovation (CFI) monitoring took place the week of November 20th and a written report from CFI is due. The audit report from the Tri-Council monitoring visit is also expected in the new year.
- A new Aurora Finance course has been designed specifically for researchers. The course was presented on December 5 to positive reviews.

Ancillary Services

- The Request For Proposal (RFP) process to select a food services provider for the campus continues. A recommendation should be finalized in February 2007 and the new contract awarded in April 2007.

Physical Plant

- Status of Building Projects:
 - ▶ **Pharmacy (Apotex Centre)** - Installation of rigid insulation, waterproofing and drain tile is complete. East basement foundation wall is complete with some of the south wall being poured as well. Steam and chilled water piping is ongoing in the HSC crawlspace. Installation of the below basement slab sanitary sewer piping is approximately 90% complete. Concrete grade beams below basement slab are 70% complete. Basement concrete floor on north side has been prepped for pouring during the first week of January. Water and sewer line connections have been made beneath McDermot and stubbed into Pharmacy basement.
 - ▶ **Buller Building Redevelopment** - window replacement, HVAC, sprinkler system and electrical renovations are underway. Phase one completion is slated for the end of January.
 - ▶ **Welcome Centre** - Final Design is complete and the project should be ready for tender in early 2007.
 - ▶ **Classroom Upgrading** - All 2006/07 projects are complete. Eleven teaching/technology projects are proposed for 2007/2008.
- The year-to-date (December 31) measured savings for the energy performance contract are \$2,074,872 compared to \$1,684,416 for 2005/2006.
- Funding has been received for 2006/2007 for the Waste Prevention Office. Funding is from the Department of Advanced Education and Literacy, and administered by Green Manitoba.

- Katie Davidson of the Central Zone was the winner of the "Making of a Motto" contest. The new motto is "Caretaking Services: Green and Proud" and will be used on all future communications.

Human Resources

- The Employment Equity Officer met with numerous deans and directors to promote the census required by the Federal Contractors regulations in order to receive funding for federal contracts. The census was completed the week of November 22 with approximately 2600 people completing the form. The employment equity module will generate reports based on the gathering of the census data producing information which will assist the University to identify and remove barriers to employment and advancement. In future, the module will allow the University to use the Federal Contractor Program's 'Employment Equity Computerized Reporting System' (EECRS) to capture and compile employee data, generating employment equity forms based on the requirements of the Federal Contractors Program.
- Fire Marshalls and the Emergency Management Coordinator are working on a plan to move to the concept of "Emergency Wardens", to cover preparedness for all emergencies, not just fire situations.
- The Environmental Health and Safety Office has developed a safety orientation course for all contract workers to deal with site safety, due diligence, University regulations and guidelines and asbestos awareness. To date, over 150 contracted workers and approximately 10 Physical Plant staff have attended the course.

Smart Park

- Annitta Stenning, Chief Administrative Office for the City of Winnipeg, was the latest speaker for the Interactive Speaker Series on November 28th. The latest Eureka! Musica! took place on Wednesday, December 6. 120 attended to hear the jazz, classical and opera performers from the Faculty of Music.

V. EXTERNAL MATTERS

Alumni Affairs and Alumni Association Inc.:

- The Alumni Association hosted a reception in Toronto on November 10 with more than 200 alumni and friends in attendance.
- The Association has invited alumni in the U.S. to two events recently: alumni in California were invited to an event held on December 13 in San Diego hosted by the Government of Manitoba and the University of Manitoba; and alumni in Atlanta and

states adjacent to Georgia have been invited to the Pan Canadian Alumni Gala on February 8, 2007.

- A reunion for alumni of Icelandic descent is planned for April 26 in Winnipeg.

Public Affairs

- Notable media coverage includes a two page feature story on mathematics professor, Dr. Gábor Lukács, in the *Globe and Mail*, December 14, 2006, as well as prominent quotes in the "Preparing for the Pandemic" feature article in *University Affairs*, January 2007. The latter article points to the University of Manitoba as a leader among post-secondary institutions in pandemic preparedness.

Government Relations Office

- The University of Manitoba recently submitted its semi-annual update to the Public Registry of Lobbyists. To remain in compliance with the *Lobbyists Registration Act*, the University of Manitoba is required to update its registration file every six months. New legislation will require monthly reporting.
- Dr. Karin Wittenberg, Director of the National Centre for Livestock and the Environment and Associate Dean, Agricultural and Food Sciences, spoke on "*Livestock and the Environment - Finding the Balance*" on November 9, in the Government Relations Office's ongoing Legislative speaker series.
- Honorable Jim Rondeau, Minister of Science, Technology, Energy & Mines, visited campus on November 17 for an overview of research activities at the university and a tour of the Richardson Centre for Functional Foods and Nutraceuticals.
- The new U.S. Consul and Principal Officer, Ms. Mary Speer, visited the University on December 5 to meet with the President, Vice-President (Research) Dr. Keselman, and Mr. Alho, Associate Vice-President (External). The meeting was an opportunity to establish a working relationship with Ms. Speer early on in her posting and to provide her with an overview of the University of Manitoba.

Development and Advancement Services

- Total funds raised during the period April 1, 2006 - January 12, 2007: \$15,538,093.
- Ruth and David Asper provided a gift of \$500,000 to be divided between the previously established David Asper Bursary for Bisons Football and the Ruth Asper Bursary in Physical Education.

- The University of Manitoba Foundation USA held its annual board meeting via conference call on November 3. As a result of the meeting, a mailing will be sent to all US alumni to explain how donations can be made to the University of Manitoba. The mailer will also include a card/questionnaire to allow alumni to express interest in becoming foundation board members.
- Shell announced on November 14 a \$400,000 gift to the 'Furthering the Environment of Learning Fund' (FUEL), that will support a variety of initiatives in the Faculty of Engineering, the Faculty of Science, the Asper School of Business, and the Clayton H. Riddell Faculty of Environment, Earth and Resources.

External Relations on Bannatyne (EROB)

- On November 3, over 370 students and teachers from almost 100 high schools across Manitoba gathered at the Bannatyne Campus to participate in the Pfizer Canada Discovery Day in Health Sciences. The day-long event gave students the opportunity to explore some of the many career options available to them in the health sciences, through direct exposure to research labs. Discovery Days are offered nationwide through The Canadian Medical Hall of fame, located in London, Ontario. The program is offered at no cost to students and teachers thanks to the generous support of national sponsors including Pfizer Canada, Great-West Life, London Life and Canada Life and the Canadian Institutes of Health Research, as well as the University of Manitoba.

PART B - Notable Events (External)**Emőke J. E. Szathmáry****Monday, November 27, 2006 – Tuesday, January 23, 2007**

Monday, November 27, 2006

- Attend meeting of the Board of Directors of St. Boniface General Hospital
- Provide an interview on the Asper Centre for Entrepreneurship. The interview was taped for future broadcast as part of a documentary on the Centre by MS-NBC.
- Present certificates at Annual Outreach Awards Reception

Tuesday, November 28, 2006 - Friday, December 1, 2006

- Attend Association of Universities and Colleges of Canada's (AUCC) First Nations of Canada (FNUUnivC) Review Committee meeting and dinner in Regina
 - Interviews with individuals and groups in Regina (November 29)
 - Interviews with individuals and groups in Regina and Saskatoon (November 30)
 - Interviews with individuals and groups in Saskatoon and Prince Albert (December 1)

Monday, December 4, 2006

- Attend meeting of Council of Presidents of Universities in Manitoba (COPUM)
- Chair the meeting of the Advisory Board to the Asper Centre for Entrepreneurship and attend its annual dinner.

Tuesday, December 3, 2006

- Meet with Mary Speer, US Consul, Winnipeg Office, and Mr. Brad Kirbyson, Political Economic Specialist, along with Dr. Joanne Keselman, Vice-President (Research) and Mr. John Alho, Associate Vice-President (External)

Wednesday, December 6, 2006

- Provide telephone interview to "Adler Online," with Charles Adler on CJOB

Thursday, December 7, 2006

- Attend the State of the Province address given by Premier Gary Doer, at the Winnipeg Chamber of Commerce luncheon
- Attend the Alumni Association's Holiday Reception

Sunday, December 10, 2006

- Provide remarks at the Friends of Makerere Dinner honouring Dr. And Mrs. Charles Olweny

Monday, December 11, 2006

- Participate in the telephone meeting of the Prime Minister's Advisory Council on Science and Technology (PMACST)

Wednesday, December 13, 2006 - Friday, December 15, 2006

- Participate in the Premier of Manitoba's Business Mission to California
 - Participate in the signing ceremony between the University of Manitoba and the University of California at San Diego (UCSD). The Memorandum of Agreement, our second with UCSD, concerns future research collaboration in the area of infectious diseases. The signatories to the MOU included the President, with Premier Doer as witness, and Dr. Arthur Ellis, Vice-Chancellor (Research) UCSD and his assistant as witness, La Jolla, California (December 13)
 - Provide remarks at the reception for graduates and others, co-sponsored by the University of Manitoba and the Province of Manitoba, at the Birch Aquarium, Scripps's Institute, La Jolla, California (December 13)
 - Attend dinner with an alumnus and University benefactor, with Ms. Barbara Becker, Associate Director, Development, La Jolla, California (December 13)
 - Attend World Trade Centre Breakfast featuring Premier Gary Doer as the keynote speaker (December 14), San Diego, California (December 14)
 - Meet with alumnus and potential University benefactor, along with Barbara Becker, Associate Director, Development (December 14)
 - Attend reception and film screening sponsored by the Province of Manitoba, in Los Angeles, California (December 14)

- Meet with alumni and University benefactors, with Barbara Becker, Associate Director, Development, Los Angeles, California (December 15)

Monday, December 18, 2006

- Attend meeting of the Board of Directors of St. Boniface General Hospital
- Host dinner and chair inaugural meeting of the President's Advisory Council, at Chancellor's Hall

Tuesday, December 19, 2006

- Attend Holiday Season Celebration hosted by the Minister of Advanced Education and Literacy

Wednesday, December 20, 2006

- Participate in telephone meeting of AUCC's FNUnivC Review Committee
- Host semi-annual dinner meeting between the executive of the WRHA and executive officers of the University, at Chancellor's Hall

Thursday, January 4, 2007

- Attend the Duckworth Challenge held at the Investors' Group Athletic Centre, and present awards with Dr. Duckworth to the winners of the male and female basketball games, respectively

Monday, January 8, 2007

- Participate in an interview about the University of Manitoba in Fargo, North Dakota. The interview was taped for future broadcast on the Public Broadcasting System (PBS) program "Prairie Pulse."

Tuesday, January 9, 2007

- Participate in a telephone meeting of AUCC's FNUnivC Review Committee

Wednesday, January 10, 2007

- Participate in telephone meeting of AUCC's FNUnivC Review Committee

Friday, January 11, 2007

- Present remarks at the Manitoba Chemical Analysis Laboratory Funding Announcement

Monday, January 15, 2007

- Meet with Father L.K. George, sj, Vice-Principal, St. Joseph's College, Darjeeling, West Bengal, India

Friday, January 19, 2007 - Tuesday, January 23, 2007

- Participate in University of Manitoba - University of Nairobi events, Nairobi, Kenya
 - Participate in the official opening of the International Infectious Diseases Centre at the University of Nairobi, along with Professor J. Kitonyi, Principal, College of Health Science, University of Nairobi, Professor George Magoha, Vice-Chancellor, University of Nairobi, the Honourable Tony Clement, Minister of Health, Canada and the Minister of Health, Government of Kenya (January 19)
 - Bring greetings to the Annual Meeting of the University of Nairobi STD/AIDS Collaborative Group (January 22)
 - Attend scientific sessions at the Annual Meeting of the International Infectious Diseases Centre at the University of Nairobi (January 22 - 23)
 - Host, along with Professor George Magoha, Vice-Chancellor of the University of Nairobi, and Professor Keon Goethals, Deputy Vice-Chancellor of the University of Ghent, a reception for delegates to the Annual Meeting (January 22)

January 24, 2007

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. Robert Kerr, Acting Chair
Senate Executive Committee

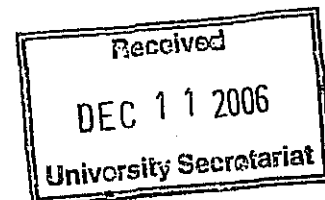
Terms of Reference: *Senate Handbook* (Revised 1992), Section 7.2.

/jml



Winnipeg, Manitoba
Canada R3T 2N2

UNIVERSITY | Faculty of Physical Education
OF MANITOBA | and Recreation Studies



December 8, 2006

Mr. Jeff Leclerc
University Secretary
Office of the University Secretary
313 Administration Building

Dear Mr. Leclerc:

At its June 9, 2006 meeting, the Faculty Council for the Faculty of Physical Education and Recreation Studies approved the following motion, which is being forwarded to the University Senate for their consideration.

Motion: G. Giesbrecht/M. Alexander

That Faculty Council change the Faculty name to Kinesiology and Recreation Management.

Rationale

Physical Education and Recreation Studies no longer adequately conveys the scope of activities within the Faculty. Based on the names of the two original undergraduate degrees, the present name limits our ability to promote academic programs, and to attract students and research funding. Physical education now refers to instruction in a formal school setting, while recreation studies no longer reflects the focus of the academic or service program.

The Faculty of Physical Education and Recreation Studies lacks a cohesive name that ties together our many academic, research and service functions. Kinesiology is a widely recognized umbrella term that includes many of the areas associated with our Faculty (physical education, sport, active living, health, human performance). Kinesiology is now commonly used to describe the broad field of human movement, across the humanities, social sciences, natural

sciences, and education. Based on the Canadian Council for the Description of Occupations, kinesiologists evaluate physical activity related matters and recommend solutions in health, sports, industry, business, education, rehabilitation, and social settings.

Kinesiology is recognized as a research area by NSERC, SSHRC and CIHR. Our closest competitors for undergraduate students have renamed their physical education/physical activity studies programs Kinesiology, most recently the University of Winnipeg in 2003 (Kinesiology and Applied Health). The University of Saskatoon states "as for the impact of the name change [to College of Kinesiology] the results were almost immediate. The number of applicants to the College has increased steadily... We were the highest entry average for all direct entry programs" (average high school grades increased to 86% from 69%).... "the background of the students has changed.... we had a great increase in those interested in health and lifestyle .. the attitude on campus has changed from one of "Gym class" to one of respect for our academic and research expertise and programs" (B. Faulkner, personal communication November 4, 2003). At Lethbridge, "the name change to Kinesiology has brought more interest and students to our program ... it was a very good change for us" (D. Daniels, personal communication November 4, 2003).

The words Kinesiology and Recreation in concert with the word Management quite clearly delineate the Faculty's focus.

As the Faculty that offers a degree in Recreation Management and Community Development and delivers Recreation Services, Bison Sport, and Mini-University/Children's Programs we maintain management is a very prominent focus of our teaching, research, and participation in the field. Indeed the management of community recreation and leisure services, facilities, and areas, management of parks and natural resources, management of volunteers and voluntary organizations, management of events and tourism attractions, and sport management are central to our field. While business and commerce are not the *raison d'être*, management of our resources for leisure, most particularly in the public and not-for-profit sectors is. Management plays an important role in the broad field of recreation and certainly management can and does occur outside the purview of commerce and business.

If you require further information please contact me at 8764 or e-mail:
hrycaik@ms.umanitoba.ca

Sincerely,



Dr. Dennis Hrycaiko
Professor and Dean

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

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to add an additional teachable minor for admission to the Early & Middle Years programs (2006.11.17—e-meeting)

Preamble and Observations

The Faculty of Education brought forward a proposal for the addition of eleven new teachable minors for admission to its Early Years and Middle Years Bachelor of Education programs (effective for the September 2007 intake) to the August 31, 2006 meeting of the Senate Committee on Admissions (SCADM). This proposal was subsequently passed by SCADM on that day and then by Senate on October 4th, 2006.

This expansion of the number of subject areas to be recognized as 'teachables' for the purpose of admission to the Faculty of Education's Early Years and Middle Years Bachelor of Education programs was directed by the Minister of Education, Citizenship & Youth to all faculties of education in Manitoba. The intent of the Faculty of Education's August 31st proposal was to include all teachable areas as recommended by the Minister, excluding those offered by Red River College (Business Education, Industrial Education and Vocational Education). Unfortunately, *Economics* was inadvertently omitted from the list of expanded teachable areas in that initial proposal.

Recommendation

The Senate Committee on Admissions recommends to Senate the addition of the subject area of 'Economics' as a teachable minor for admission to the Early Years and Middle Years Bachelor of Education programs, effective for the September 2007 intake.

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

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

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

Report of the Senate Committee on Instruction and Evaluation

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.
2. The Committee met on the above date to consider proposals from various units of modifications to rules for the recognition of student performance.

Observations

1. The implementation of the Aurora Student Information system has provided an opportunity for faculties and schools to reconsider their rules for the recognition of student performance. Accordingly, several faculties and schools have decided to adjust their rules for Dean's Honour List, and Degrees with Distinction recognition based on the functionality available in Aurora.
2. Proposals for the modification of rules for the recognition of student performance from the Faculties of Arts, Engineering, and Science have been reviewed and are recommended by the Committee. The details of the proposals are outlined the recommendations section of this report.

Recommendations

The Senate Committee on Instruction and Evaluation recommends that the following rules for the recognition of student performance be approved by Senate:

Faculty of Arts

Dean's Honour List

To qualify for this list a student must complete at least 9 credit hours offered by the University of Manitoba during a term and attain a minimum term average of 3.55. The notation "Dean's Honour List" will be included on the student's transcript.

Faculty of Engineering

Continuing students who achieved a Term Grade Point average (TGPA) of 3.50 or higher in their most recent academic assessment will be placed on the Dean's Honour List. The assessment is based on a minimum of 9 credit hours. The list will be updated at the end of each of the two regular session terms.

A graduating student who achieved a Degree Grade Point Average (DGPA) of 3.50 or higher in his/her final academic evaluation will graduate on the Dean's Honour List.

Faculty of Science

Dean's Honour List

To qualify for Dean's Honour List in any program, a student must achieve a Term Grade Point Average (TGPA) of 3.80 or higher on a minimum of 12 credit hours.

Degrees with Distinction (For General and Major), and First Class Honours (for Honours)

Student must achieve a Degree Grade Point Average (DGPA) of 3.80 at the point of graduation.

Respectfully submitted,

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

/jml

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

Report of the Senate Committee on Instruction and Evaluation

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.
2. The Committee met on the above date to consider a proposal from the Faculty of Nursing regarding a policy regarding failed rotations in Nursing clinical courses.

Observations

1. Students in Nursing must be successful in all rotations within a clinical practice course in order to pass that course. The Faculty of Nursing proposes that students who fail a rotation in a clinical course in which there are multiple rotations be withdrawn from the course immediately following that rotation and receive a final grade of "F" in the course. Additionally, the Faculty proposes that students not be permitted to voluntarily withdraw from the course following the receipt of the failed grade. The Faculty noted in their submission that "the purpose of this policy is to ensure that students who fail their first clinical rotation within a course cannot withdraw from the course and thus avoid a final grade of "F" or proceed to the next rotation with an evaluation that indicates they are unsafe in the clinical area".
2. During clinical rotations, students are given evaluative feed back and the opportunity to improve clinical skills throughout the rotation. The Faculty noted in its submission "that students who are enrolled in a clinical course are evaluated throughout the course and are provided with feedback by the clinical instructor. Students whose performance is unsatisfactory are normally given a Learning Contract, which outlines the problems and specifies the areas in which improvement is required in order for the students to be considered "safe" and achieve a satisfactory evaluation."
3. While under the proposal, students who fail a clinical rotation will not be permitted to voluntarily withdraw from a course, students who have not previously withdrawn from the clinical course, may do so prior to the end of the rotation, provided that it is before the voluntary withdrawal date for the course. This ensures that the students do have an opportunity to withdraw from the course, should they choose to do so.

Recommendations

The Senate Committee on Instruction and Evaluation recommends that the following policy regarding failures in clinical rotations in Nursing be approved by Senate:

"Students who fail a rotation of a clinical course in which there are multiple rotations will be withdrawn from the course immediately following that rotation and will receive a final grade of "F". These students will not be permitted to voluntarily withdraw from the course following receipt of the failed grade."

Respectfully submitted,

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

/jml

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

Report of the *ad hoc* Committee of Election regarding the election of the Chancellor

Preamble

1. The *ad hoc* Committee of Election was established by the Board of Governors on November 21, 2006 and by the Senate on December 6, 2006.
2. The Committee met on January 17, 2007 to consider the deadlines for nominations and the date for the 2007 meeting of the Committee of Election.

Observations

1. The term of Dr. W. Norrie as Chancellor expires on May 31, 2007. Dr. Norrie has served as Chancellor for six years. Dr. Norrie has advised that he will let his name stand for another term.
2. The *ad hoc* Committee of Election, consisting of Mr. Terry Sargeant and Ms. Shirley Van Schie representing the Board of Governors, and Professor John Page and Ms. Candice Baker representing Senate, was established to:
 - a) perform the functions required under the procedures for the Committee of Election which were used for the 2004 Chancellor election (the means of receiving nominations, the methods of election and the date of election); and
 - b) recommend to the Board of Governors and Senate on any issues which require consideration prior to the meeting of the Committee of Election (including an appropriate timetable for receipt of nominations and conducting the election).
3. In addition to the recommendations below, the following documentation is appended to this report for information:
 - a) Document entitled "Election of a Chancellor for the term June 1, 2007 to May 31, 2010;
 - b) Call for Nominations; and
 - c) Nomination form.

Recommendations

THAT Senate approve the following:

1. The deadline for receipt of nominations for Chancellor by the Office of the University Secretary be 4:00 p.m., Thursday, March 15, 2007; and
2. The Committee of Election meet on Wednesday, April 4, 2007 to elect a Chancellor.

Respectfully submitted,

Mr. Terry Sargeant, Chair
ad hoc Committee of Election

Election of a Chancellor
for the Term of June 1, 2007 to May 31, 2010

BACKGROUND:

The Chancellor is the titular head of the University and confers all degrees. The Chancellor is also a member of the Board of Governors and the Senate.

The Chancellor is elected by the Committee of Election and serves for a three-year term. There is no limit on the number of terms a person may serve as Chancellor. Chancellor Norrie's term expires on May 31, 2007.

The Committee of Election is comprised of the members of the Board and the members of Senate. The Chair of the Board is the presiding officer. The University Secretary is the Secretary. The sole duty of the Committee of Election is to elect a Chancellor.

Prior to the expiration of the Chancellor's term of office, the Board and the Senate establish an *ad hoc* Committee of Election to oversee the procedures for election of the Chancellor.

PROCEDURES:

The procedures for nominating, electing and announcing the Chancellor are as follows:

1. Nominations:

- 1.1 Nominations for the Office of Chancellor are requested from the following constituencies within the University of Manitoba:
 - (a) members and assessors of the Board of Governors and of the Senate;
 - (b) students;
 - (c) academic staff
 - (d) support staff; and
 - (e) alumni
- 1.2 Nominations forms must be signed by any five persons eligible to nominate and the nomination forms must be received in the Office of the University Secretary no later than 4:00 p.m., Thursday, March 15, 2007.
- 1.3 Nomination forms are available on the Office of the University Secretary's web site at www.umanitoba.ca/admin/governance/forms/nominations/chancellor.pdf. Copies of the nomination form may also be requested by phone (474-9593).
- 1.4 Nomination forms must be accompanied by the curriculum vitae of the person nominated as well as a short biographical sketch of the nominee which will be provided to the *ad hoc* Committee of Election.
- 1.5 Nominations from the floor on the date of the meeting of the Committee of Election shall not be permitted.

2. Number of nominations by one person:

2.1 Nominators are permitted to nominate no more than one candidate each.

3. Eligibility:

3.1 No person who is a member of the academic or administrative staff of any University or college, or of the governing body of any University other than the University of Manitoba or of any college, is eligible to be Chancellor.

4. Names of candidates:

4.1 The names of all candidates whose nominations have been properly endorsed and whose names have been placed in nomination on or before March 15, 2007, will be included on the ballot.

4.2 The names of the candidates shall remain confidential; curricula vitae shall be circulated at the meeting on the day of the election with the exception that eligible members of the Committee of Election may peruse the documentation in the Office of the University Secretary on the day prior to the election. Similar arrangements will be made for the Bannatyne campus. Notice of this opportunity shall be included in the notice of meeting of the Committee of Election along with a cautionary note regarding the confidentiality of the documentation and the names of the candidates.

5. Method of election:

5.1 The election shall be held in a closed and confidential meeting of the Committee of Election (members of the Board of Governors and of Senate) with the understanding that assessors to the Board and Senate may be present but may not vote.

5.2 The number of candidates to be eliminated at each stage of balloting is determined by the ad hoc Committee of the Committee of Election following the close of nominations.

5.3 Election will be by non-transferrable secret ballot. The Chair of the Committee of Election shall cast a sealed ballot to be opened in the event of a tie.

5.4 The balloting shall continue until the candidate receiving the highest number of votes receives a simple majority of the votes cast.

5.5 The staff of the Office of the University Secretary shall scrutineer for the election.

6. Date of election:

The meeting of the Committee of Election will be held at 1:00 p.m. on Wednesday, April 4, 2007.

7. Announcement:

- 7.1 A Call for Nominations for Chancellor shall be placed in the University *Bulletin* and *The Manitoban* and shall be distributed to the Alumni Association and to the media in February/March 2007.
- 7.2 A publicity release shall be prepared by the Director of Public Relations in consultation with the University Secretary, approved by the Chair of the *ad hoc* Committee, and distributed to the Alumni Association and to the media.
- 7.3 Upon the election of the Chancellor, the Chair of the Committee of Election is authorized to make that information available to the public.

The tasks to be completed in the election of the Chancellor for the term from June 1, 2007 to May 31, 2010, are set out as follows:

- 190 -

**CALL FOR NOMINATIONS:
CHANCELLOR, UNIVERSITY OF MANITOBA
JUNE 1, 2007 - MAY 31, 2010**

The term of Dr. W. Norrie as Chancellor expires May 31, 2007. Dr. Norrie has served as Chancellor for six years and is eligible for re-election.

The Chancellor is the titular head of the University. The Chancellor confers all degrees and is a member of the Board of Governors and the Senate. The term of office of the Chancellor is three years from June 1, 2007 - May 31, 2010.

Nominations for the Office of the Chancellor are requested from members and assessors of the Board of Governors and the Senate, Students, Academic Staff, and Alumni of The University of Manitoba. Nomination forms are available in the Office of the University Secretary, Room 312 Administration Building or online at www.umanitoba.ca/governance. Nomination forms must be signed by any five persons who are members of the aforementioned group and must be received in the Office of the University Secretary no later than 4:00 p.m., Thursday, March 15, 2007.

Nominators may nominate only one person each. The following persons are not eligible to be Chancellor:

1. Members of the academic or administrative staff of any University or College;
2. Members of the governing body of any University other than the University of Manitoba;
3. Members of the governing body of any College.

The University of Manitoba Act provides for a Committee of Election composed of members of the Board of Governors and members of the Senate. The sole purpose of the Committee of Election is to elect a Chancellor of the University. The meeting of the Committee of Election will be held Wednesday, April 4, 2007.

Chancellor - University of Manitoba
2007-2010

DEADLINE FOR NOMINATIONS: THE FOLLOWING DOCUMENTS MUST BE RECEIVED IN THE OFFICE OF THE UNIVERSITY SECRETARY, 312 ADMINISTRATION BUILDING, FORT GARRY CAMPUS, NO LATER THEN 4:00 P.M., THURSDAY, MARCH 15, 2007.

1. SIGNED NOMINATION FORM; AND
2. CURRICULUM VITAE OF PERSON NOMINATED
3. SHORT BIOGRAPHICAL SUMMARY OF PERSON NOMINATED FOR SUBMISSION TO THE COMMITTEE OF ELECTION

TO THE COMMITTEE OF ELECTION:

We, the undersigned members and/or assessors of the Board of Governors and/or of the Senate, and/or Students, and/or Academic Staff, and/or Support Staff, and/or Alumni of the University of Manitoba, hereby nominate _____ as a candidate for election to the Office of Chancellor of the University of Manitoba at the election to be held on Wednesday, April 4, 2007. We, the undersigned, give our assurance to the Committee of Election that the candidate has given his/her undertaking that he/she will serve if elected.

WITNESS OUR HANDS THIS _____ DAY OF _____ 2007.

SIGNED:

1.

Name [First and Last]
Please Print

Signature

Employee##/Student##/Alumni#

Member of

2.

Name [First and Last]
Please Print

Signature

Employee##/Student##/Alumni#

Member of

3.

Name [First and Last]
Please Print

Signature

Employee##/Student##/Alumni#

Member of

4.

Name [First and Last]
Please Print

Signature

Employee##/Student##/Alumni#

Member of

5.

Name [First and Last]
Please Print

Signature

Employee##/Student##/Alumni#

Member of

NOTES.

1. Nominators are permitted to nominate no more than one candidate each.
2. In the last column of the signature portion of this form, please indicate if you are a member of the Board of Governors, the Senate, the Faculty, the Student Body, the Support Staff or the Alumni of the University of Manitoba.

This personal information is being collected under the authority of *The University of Manitoba Act*. It will be used to verify your eligibility to nominate a candidate for Chancellor. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection contact the FIPPA/PIA Coordinator's Office (tel. 204-474-8339), University of Manitoba Archives & Special Collections, 331 Elizabeth Dafoe Library, Winnipeg, MB, R3T 2N2.